

**Perkins Leadership  
2021-2022 Project Request**

Project Info	
Submitted By:	Anna Larson, Director of Strategic Partnerships Susan Hopkins, Senior Associate Kentucky Skills U, Office of Adult Education
Date Submitted:	December 15, 2020
Program Area(s):	Adult Education
Project Title:	Plugged In for Progress: Harnessing the Power of Digital Connectivity, Universal Access and Employability Skills for Kentucky Adult Learners
Project Location:	Statewide KY Skills U Centers
Project Dates:	July 1, 2021 – June 30, 2022
Authorized Signature:	<i>Anna Larson</i> <i>Susan Hopkins</i>
Description / Purpose / Need	
a. Why is this project important?	<p>The COVID-19 pandemic has brought the importance of digital skills into sharp focus and exposed persistent digital divides among both adult learners and adult education provider staff. Many learners do not have access to digital devices or the required skills to use digital technologies to access essential services and information, which have rapidly moved online. More than a few adult learners and the staff who guide them are hesitant about transitioning to new technology and digital tools.</p> <p>A persistent digital divide is present in the United States. Measures needed to tackle the pandemic have put the digitally excluded in a precarious situation. According to “Digital Navigators: Connect to Opportunity”:</p> <ul style="list-style-type: none"> <li>• Currently 32 million adults lack basic digital literacy to use a computer</li> <li>• 18 million households don’t have Internet access of any type</li> <li>• 73% of service sector employees lack skills to problem-solve in digital environments</li> </ul>

- 24% of all U.S. workers with no digital skills are between the ages of 16-34.

Digital exclusion – those who lack access to technology and foundational digital skills training – locks many people, particularly black and brown, low socio-economic and differently-abled communities, out of opportunities, with considerable costs to them and our wider society.

Per the Prichard Committee, the pandemic has exacerbated the digital divide issue, as more Kentuckians are now working remotely and taking online classes. From our youngest learners to adult learners, the ability to access and navigate the internet and digital resources are imperative.

Recognizing this crisis, one of the top priorities of Kentucky’s Education and Workforce Development Cabinet is increasing availability and affordability of broadband services and devices. The Commonwealth’s brand new Commonwealth Education Continuum, a “cradle to career initiative” will focus on building a more diverse teaching workforce and helping more learners earn degrees and credentials. Says Governor Andy Beshear, “This is an education first administration, and building a better Kentucky starts with our public education system. This continuum ensures that we’re taking advantage of every opportunity that helps our learners and teachers.”

As part of the Continuum, Education, and Workforce Development Cabinet (EWDC) agencies, including KYSU (state governing agency), will be expected to pivot their services to help Kentuckian citizens increase their connectivity, critical to getting more people the foundational academic skills to pursue postsecondary education and/or training and/or successfully entering the workforce.

Digital proficiency has become the standard expectation of colleges and employers, particularly as we look forward to upskilling employees for preparation in a post-COVID world of work. Everything from admissions applications to job applications, resume submissions and a multitude of everyday workplace responsibilities require a comfort and familiarity with using digital tools and resources to perform duties in a cost-effective way. However, many learners cannot utilize technology much past using mobile devices for social media purposes. KY Skills U must model effective digital literacy skills and use of instructional technology to provide support to local Skills U educators with their integration of academic instruction and strategies and digital tools and resources; recalibrating instructional staff and learner skill sets.

Additionally, KYSU must be intentional about embedding a framework of Universal Design for Learning (UDL) in navigational and instructional practices. UDL and resources promotes flexibility in the way information is presented and learners respond or demonstrate knowledge and skills and are engaged. UDL reduces barriers to instruction, provides appropriate accommodations and

	<p>supports, and challenges and maintains high achievement expectations for all learners, including those with disabilities and those who are limited English speakers. UDL is not a checklist, but a lens and approach to ensuring we are meeting learners where they are in their educational journey.</p> <p>Engaging, interactive digital navigation guidance is pivotal to our local Skills U providers in preparing learners to thrive in the post-COVID workplace. Enhancing our digital proficiency and promoting UD lends to furthering a streamlined connection with WIOA partners and their constituents.</p>
<p>b. What are the objectives of this project?</p>	<p>The original College and Career Navigator (CCN) role was tasked with building relationships with adult learners and assisting in removing barriers to learners' educational pursuits. They help learners explore college and career options, set realistic goals for achievement, and ensure successful transition to postsecondary education and training and/or entry into the workforce.</p> <p>To remain relevant and effective in the new world order, KYSU plans to reimagine the crucial role of the face-to-face navigator, transforming it into a more digitally-based and aligned resource. Digital Navigators will serve as critical on-ramps to opportunities for Kentuckians, fostering a growth mindset for adults to survive and thrive in the digital age.</p> <p>Interaction and instruction with adult learners will more fully ingrain elements of UDL. The new approach will promote diversity, inclusivity, and equity by accommodating differently-abled learners. Digital Navigators will use information gathered at intake to form instructional team members about specific needs of learners, developing a type of learner profile for continued use as the learner progresses through the program. Digital Navigators will be deliberate about looking for better ways to support individual learner needs. Supports such as closed captioning and assistive devices will be explored internally and through collaboration with partners like Vocational Rehabilitation and KET to help potential employees with reasonable accommodations.</p> <p>In collaboration with Digital US coalition partners, the EdTech Center (ETC) @ World Education, KYSU is co-designing and piloting Digital Navigator services, which will assist the coalition in scaling-up digital navigational networks.</p> <p>KYSU is an active, contributing member of the Digital US Coalition's Community of Practice (CoP). The CoP will share professional learning opportunities and resources and disseminate emerging best practices and lessons from the pilot. In addition, ETC will develop a freely accessible online resource hub, including a <i>Digital Navigator Training Guide</i> for training local Skills U staff/volunteers to become Digital Navigators to cultivate best practices for adapting services to different service areas, settings, or populations, and to provide other key resources.</p>

Digital Navigators will engage adult learners in conducting digital job research using Labor Market Information, managing online applications and professional document creation, and forging professional networks and linking into employment sites.

KYSU has formalized and prioritized its digital literacy and use of instructional technology strategy as the (DL)<sup>2</sup> initiative to promote the development of high-quality blended and distance learning options for educators to engage and facilitate learner success. A new website and Google Classroom have been created to house Digital Literacy and Digital Learning resources and tips. KYSU's Collaborative Resource Guide serves as a living document to capture (DL)<sup>2</sup> specific provider recommendations and emerging technologies. Existing resources will be reconfigured to be mobile/phone-friendly, as job searches, lessons, and other tools are often extremely difficult to maneuver if not created specifically for a mobile format.

As part of EWDC, KYSU plans to migrate to a new Learning Management System (LMS) - Blackboard. Digital Navigators will be trained in the use of the new system, helping adult learners with registration, scheduling, and mining the new system for resources.

Digital Navigators will promote and work with adult education programs to facilitate and schedule Northstar Digital Literacy Assessments, leading to increased, targeted digital literacy and distance learning lessons for learners. Through Northstar DL Assessments, adult learners can earn certificates and badges to demonstrate their knowledge and skills.

Using new Perkins Leadership Grant funding, KYSU will contract with a renowned leader in digital navigation services to tailor a customized curriculum designed specifically for the Digital Navigator role, reconceiving college and career coaching services in our "new normal," digitally-centric environment. Coursework, which does not currently exist elsewhere, will incorporate UDL elements and assistive technology tools and resources and will specifically focus on the digital literacy expertise needed to help adult learners prepare for and succeed in the modern workplace.

A digital skills curriculum and coaching program will be designed to engage Digital Navigators in a year-long digital upskilling academy to enhance their ability to engage adult learners in a culture of continuous learning. The academy will include a variety of strategies, including:

- Self-paced curriculum that encourages navigators to build independent learning skills aligned with their needs and goals. *Deliverables include at least four levels of self-paced curricula.*
- Micro-credentials. Each level of the curriculum will be aligned with measurable outcomes that provide opportunities for navigators to demonstrate digital proficiency while also expanding their professional

portfolio. *Deliverables include assessments and micro-credentials aligned with each level of the curricula.*

- Community webinars will introduce key strategies to promote independent learning, digital resilience, and how to continuously build new skills in response to ongoing changes in technology. *Deliverables include hosting at least three webinars for cohort members.*
- Learning circles and coffee chats will pair navigators for weekly or bi-weekly reflective conversations to share strategies and lessons learned. *Deliverables include agenda and note-taking guides for learning circle conversations and hosting of monthly coffee chats.*
- An Online Community of Practice will be developed where all cohort members can participate in asynchronous conversations to ask questions, share resources, and reflect throughout the workshop. *Deliverables include an accessible online community and active moderation with at least two posts per week.*
- Survey development, analysis, and reporting. At least three surveys will be shared with cohort members (project launch, halfway point, and conclusion.) *Deliverables include reports for KYSU staff and navigators to learn from the experience and guide future professional learning planning.*
- Reflective blogs. At least three reflective blogs will be written to explore lessons learned from the cohort. *Deliverables include three blogs of approximately 900 words each to be shared in newsletters and across social media networks.*
- Individual coaching. Mentoring and coaching from subject-matter experts will be offered to enable navigators the opportunity to reflect in small group and 1-to-1 sessions. *Deliverables include meeting notes/action items and curricular feedback for each navigator.*

Perkins funding will also be used to become a member of The International Society for Technology in Education (ISTE), a nonprofit organization that serves educators interested in the use of technology in education, and to take advantage of their training opportunities, including their SkillRise “Profile of a Lifelong Learner,” which features the creation of Digital Citizens.

Over the past five-year period, nearly 85,950 adult learners began coursework initially, but did not stay connected through to GED® credential attainment. Digital, synchronous and asynchronous technical support and opportunities will allow adult education Digital Navigators to “meet learners where they are,” increasing flexibility and ease of access for busy adults with conflicting obligations and priorities.

As assessments of all types, such as the new Online Proctored GED® being administered in Kentucky, become fully remote, Digital Navigators will direct learners how to access and respond to online expectations.

<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>KYSU keeps its thumb on the pulse of postsecondary education and training advances and initiatives through our close partnership with the Kentucky Community and Technical College System (KCTCS).</p> <p>CCNs build relationships with KCTCS Success Coaches, sharing training opportunities, learner experiences, and vital information to provide a “warm handoff” to adult learners successfully transitioning local Skills U programs and entering postsecondary education and/or in search of a certificate, diploma, or degree.</p> <p>KYSU collaborated with KCTCS to launch a modified program called “GED®+Plus”. The GED®+Plus program creates an accelerated option for providing education and training for adult learners through an integrated pathway model that allows learners to learn academic and occupational skills at the same time. The GED®+Plus program targets working-age adults who do not have a high school diploma or its equivalent. The program co-enrolls participants seeking a high school equivalency (HSE)/GED® diploma in a local Skills U program and in one of the state’s top five industry sectors, allowing participants to earn both a HSE/GED® diploma and a short-term (i.e., one 16-week semester or less) certificate. GED®+Plus participants qualify for scholarships through the Kentucky Work Ready Scholarship initiative to pay for their tuition in college classes. KYSU has 27 local providers who collaborate with 16 KCTCS colleges to offer programs designed to meet labor market needs and increase credential attainment for adults. KYSU leadership meets quarterly with KCTCS to discuss marketing strategies, enrollment trends, and learner success outcomes for GED®+Plus participants.</p> <p>Career-focused exploration guided by local Skills U’s navigators inspires adult learners to set realistic educational and career goals and use local, regional, statewide, and global Labor Market Information to empower them to secure sustainable wage employment.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No. To successfully advance local Skills U CCNs into digitally proficient navigators and effective digital communicators, an intentional plan of action must be spearheaded and continually monitored and updated with improvements by a full-time professional designation. In order to successfully launch, scale-up, and align KYSU digital navigation efforts with its larger (DL)<sup>2</sup> initiative, a seasoned, full-time navigation professional is necessary to accelerate local Skills U navigators’ digital advancement and use of technology.</p> <p>With the advent of rapidly evolving technology, it’s imperative that this individual have a foundation in college and career navigation for adult learners to more fully dedicate themselves to a new role of digital Lead.</p> <p>A Digital Navigator Lead (DNL) will be responsible for forging and negotiating strategic partnerships to ensure local Skills U Digital Navigators are professionally trained through job-embedded, ongoing, and collaborative experiences. Additionally, the Digital Navigator Lead will be responsible for</p>

	<p>strategically aligning with partners (internal and external) to bring UDL elements to digital navigation and, ultimately, local Skills U program operations. It will be incumbent on the DNL to remain abreast of ever-evolving digital tools and technologies, monitor the effectiveness of professional learning and Digital Navigator effectiveness (e.g., relationship building, assisting in removing barriers to learners’ educational pursuits, college and career exploration, realistic goal setting and achievement, and successful transition to postsecondary education and training and/or entry into the workforce) and employment of UDL, and ensure alignment with KYSU DL<sup>2</sup> initiative, and industry standards of digital literacy and advancements in uses of technology.</p> <p>Perkins Leadership Program funds are imperative for the development of a new digital curricula and credentialing system to be shepherded by a new role of Digital Navigator Lead. A combination of core state and federal funds included in each adult education authorizing fiscal agent’s finance module provide support for navigators at each of KYSU’s 27 providers.</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>KYSU develops and maintains a variety of strong partnerships within the EWDC, including:</p> <ul style="list-style-type: none"> <li>• <u>KY Career Centers</u> – As a core WIOA partner within the workforce development delivery system, KYSU plays a key role in service delivery throughout the Commonwealth of Kentucky. This includes goal setting and working towards common performance measures to serve both individuals and employers. We are closely tied with our local comprehensive career centers and have a strong referral established network. In addition, KYSU leadership serves on six out of ten local boards and related committees. This work allows greater alignment with regional and local initiatives and helps connect our programs with partnership opportunities with community-based organizations, local government, and employers. Increased partnership with the Office of Employer and Apprenticeship Services (OEAS) at the state level is growing awareness of KYSU services and propelling further partnership opportunities with business and industry. At the regional and local level, KYSU representatives also serve on local business services teams to provide services to employers.</li> <li>• <u>KY Department for Libraries and Archives (KDLA)</u> – KYSU works with KDLA by encouraging local service providers to meet and share service information that can be communicated to their learners/clients. KYSU introduced the idea of “connection points” as a measure to improve efficient use of resources with a goal of creating a more comprehensive regional service approach. Policy requires service to be available in all 120 counties and still accommodate for county adult education demand. Many small, rural counties do not warrant a full-service adult education center. By partnering with community organizations, adult education providers with greater in-demand services in other counties can <del>could</del> still provide referrals, Career and College Navigator services, and access</li> </ul>

to computers and online courseware, connecting potential learners to more robust center services more efficiently by establishing “connection points” with partners. Since libraries are often a prominent presence in most counties, they and other community organizations are targeted as apt partners to realize efficient use of services. In addition, we are looking to partner with local libraries to become GED® testing centers, as they provide flexible evening and weekend hours.

- KY Office of Vocational Rehabilitation – KYSU will partner with the Kentucky Assistive Technology Service (KATS) Network and its Regional Assistive Technology Resource Centers (ATRCs) to:
  - Develop a series of accessibility related trainings covering topics including, but not limited to, ADA requirements, Electronic Document Accessibility, Accessible Lesson Plans, Assistive Technology (AT) and Accessibility and Universal Design. The KATS Network will also provide a series of “Quick Tips” resource cards that build upon and update the existing “Accessibility Matters” resource.
  - Create an Information and Referral Network and process for both learners with AT needs and to guide adult education providers on creating accessible content and addressing the accessibility need of their learners.
  - Develop and maintain Fact Sheets/Resource Guides specific to providing resources for both learners and staff. These sheets will cover topics such as Resources for AT and Adult Education, Requesting and Interpreter, Accessible Educational Content and Lesson Plans, Ensuring Accessibility of Instructional Materials and Content, and Disability Etiquette for Virtual Learning.
  - Collaborate to develop an online portal hosted by the KATS Network to simulate accessible content, lesson plans, and websites, among others, to increase awareness of Accessibility and ADA requirements. The portal will include a series of videos, documents, and HTML content that will allow the users to simulate the experience of an individual with a disability visiting an inaccessible website, accessing an inaccessible document, or watching an inaccessible video. The portal will also include how to fix and avoid these accessibility issues.
- KET – KYSU integrates virtual experiences for adult learners using KET’s InDemand Careers, videos, etc. to help them understand the real-life expectations of employers. “Day in the life” videos from careers in the top five high-demand sectors help learners experience what working in a particular occupation would actually be like on a day-to-day basis. KETS’s Skills on Demand provides scaffolded lessons that can be uploaded to KYSU Google Classrooms. Their contextualized Work-Ready Collection



and Workplace Essential Skills resources will help upskill adult job seekers to meet the demands of employers. KET is currently helping advertise Kentucky's Free GED® promotion by running a crawl at the bottom of the broadcast screen about the initiative for Kentucky adult learners.

- KYSTATS – KYSU will work with KYSTATS to provide training for navigators. During the orientation and onboarding process, navigators will be introduced to KYSTATS' interactive, digital reports, including the Future Skills Report. Navigators will also utilize the Kentucky Career Profiles and the Kentucky Occupational Outlook resources on a regular basis when helping adult learners make career-related choices. In addition, Navigators will utilize KYSATS' Career Explorer Tool.
- KYSU Strategic Partnership Coordinators (SPC) – The SPCs facilitate outreach, referral systems, and innovative connectivity within the service areas. While employed at the state level, geographically-dispersed coordinators act as conduits between workforce and other partners to identify external opportunities for program directors to engage as ways to achieve alignment, integration, and seamless services to learners and clients. These coordinators are also highly involved at the regional and local level within their Kentucky Career Center system and regularly communicate with WIOA partners through committee work and local initiatives that help streamline and unite education and workforce services and identify wrap-around service opportunities for the universal customer. Digital Navigators will partners with SPCs to determine what digital skills employers need and to make sure learners are equipped/prepared. Employers are in desperate need of qualified individuals to meet their deliverables and remain competitive. They are now beginning to explore and expand hiring practices to meet industry demands. In partnership with local workforce investment boards, Navigators will connect with SPCs to develop mentoring or hands-on training programs for conditional employment until the learner earns their GED®. These partnerships allow for individuals to become gainfully employed while working towards earning a credential. CCNs help to identify and recruit learners who may be interested in these initiatives through their continued exploration and review of educational and career goals with the learners.

KYSU has a strong partnerships with a multitude of other partners, including, but not limited to:

- American Job Center Network – KYSU is a member of the network, which helps job seekers as well as businesses. The network helps businesses find qualified workers. It also provides free help to job seekers for a variety of career and employment-related needs.

	<ul style="list-style-type: none"> <li>• <u>GED® Testing Service</u> – KYSU is partnering with GED® Testing Service in the administration of online proctored (OP) assessments. To date, 14.7% of all Kentucky test-takers have used OP testing. (The national average is 15-18%.) KYSU continues to promote OP as a viable testing alternative and informs program staff on its rules and regulations.</li> <li>• <u>Kentucky Department of Corrections</u> – The Department of Corrections (DOC) employs and directs adult education within its state institutions. However, with agreement from the local jailer (an elected official), all local KYSU providers are required to afford adult education to inmates. Kentucky continues to increase focus on corrections reforms, including ex-offender transition and re-entry services. KYSU recognizes the potential for reaching more individuals without a high school diploma or its equivalent by initiating new strategies to partner with DOC.</li> <li>• <u>KCTCS</u> – As previously mentioned, KYSU coaching staff work intentionally with KCTCS Success Coaches to promote co-enrollment opportunities, using distance learning resources and personal contact to ensure a warm-handoff for learners between adult education programs and postsecondary institutions.</li> <li>• <u>Technology-Based Coaching in Adult Education (TBCAE) Pilot</u> – TBCAE is a project to explore how text messaging can motivate adult education learners to persist in their education and achieve their goals. With funding from the U.S. Department of Education, Office of Career, Technical and Adult Education, Abt Associates (Abt) provides technical assistance to adult education programs using customized text messages to prompt adult learners to engage in instruction; address barriers to participation; develop their skills; obtain a secondary credential; or pursue further education, training, or employment. KYSU is one of four new state programs selected to participate in the second phase of the pilot project and continues working to document outcomes from the use of text messages with adult learners. Lessons learned will inform Abt’s preparation of a toolkit and project final report.</li> </ul> <p>KYSU also facilitates the building of partnerships and relationships with the Kentucky Higher Education Assistance Authority (KHEAA), the Kentucky Higher Education Learner Loan Corporation (KHESLC), GEAR UP Kentucky, the Kentucky Association for College Admission Counseling (KYACAC), and other professionals engaged in employment, learner financial aid, and academic counseling.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Partners provide in-kind contributions of professional learning opportunities, marketing materials, publications, media productions, professional services, Kentucky-specific data, assistive technology tools and resources and more.</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>The previous 3-year cycle of Perkins Leadership Grant funding was used by KYSU to create and establish the foundational position of a CCN Coordinator position to support local Skills U providers' CCNs.</p> <p>CCNs build relationships with adult learners and assist in removing barriers to learners' educational pursuits. They help learners explore college and career options, set realistic goals for achievement, and ensure successful transition to postsecondary education and training and/or entry into the workforce.</p> <p>Distance learning and emerging educational technologies are quickly and radically changing the educational process and workplace experience. Adaptive, interactive, and self-paced instructional models are being tested and proved in classrooms around the world.</p> <p>The post-COVID world of work and education now places an intensified emphasis on "hybrid" or "blended" instruction, work-life and other real-world interactions that will continue into the future. Transitioning CCNs who've primarily worked with learners face-to-face into efficient Digital Navigators is a different skill set and requires a new, digitally-based approach if they are to remain effective. If KYSU's Digital Navigators are to be successful in preparing themselves and adult learners for postsecondary education and/or the 21<sup>st</sup> century workforce, we must elevate their skills, taking them to the next level in digital proficiency.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>An investment in adult education services reaps benefits for all Kentuckians, helping break cycles of educational apathy and intergenerational poverty, significantly reducing public social service costs, reducing unemployment and lowering incarceration rates and costs.</p> <p>Digital Navigators are all the more needed now as recovery efforts must include supporting millions of Americans' access to information and services online. The development and scaling of Digital Navigator services meets the requirement to reskill or upskill learner-workers, equipping them stay employed or find new work opportunities during the recession. (<i>Digital Navigators: Connect to Opportunity</i>)</p> <p>Digital Navigators will contribute to a heightened emphasis on building a fully blended program with a robust online learning presence. They will also be available to help learners overcome "pandemic fatigue" that has resulted in attention-deficient challenges, anxieties and other obstacles to learning and employment preparation.</p> <p>In addition, Digital Navigators will help learners down the path of doing digital career exploration, resume and cover letter creation, job searches, linking to professional networks (like LinkedIn) and completing online applications for school and/or employment. Digital Navigators will guide adult learners in utilizing technology tools to determine high-need, high-demand job opportunities in their geographical area.</p>

	<p>Using technology tools – like Purpose Prep – KYSU will help adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel empathy for others, establish and maintain supportive relationships and make responsible and caring choices.</p> <p>As highlighted in this year’s Governor’s LEAD Conference, the Commonwealth must be intentional about creating diversity, equity, and inclusion in the classroom and in the workplace. Using technology, such as closed-captioning and other advances, will increase accommodations and “level the playing field” for those with different abilities. Working with contractors, Vocational Rehabilitation and other partners to incorporate UDL elements into training and resources will help ensure equitable access for thousands of Kentucky adult learners and potential employees.</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>	<ul style="list-style-type: none"> <li>• Strategic Goal #1: Employers <ul style="list-style-type: none"> <li>○ Actively engage employers to drive Kentucky’s workforce development system <ul style="list-style-type: none"> <li>▪ KYSU’s Strategic Partnership Coordinators (SPC) listen to needs and priorities of workforce partners and provide information, direction, and coordination to strategic partners, local workforce area partners, and adult education program directors. SPCs are a liaison between KY Career Centers, KY Chambers of Commerce, KY Skills U programs and other business and industry partners, facilitating referrals among the network of providers. Their work helps pave the way for employer engagement in workforce development services.</li> <li>▪ Improving the digital literacy and distance learning expertise of adult learners skills them up to become valuable, productive assets in the workplace.</li> <li>▪ Leveraging Labor Market Information tools and research into local and regional job opportunities helps potential employees respond to the growing demand from employers for staff with strong essential (soft) skills and conveys to adult learners the need to move further faster in their attainment of employable skills.</li> </ul> </li> </ul> </li> </ul> <p>Strategic Goal #2: Education</p> <ul style="list-style-type: none"> <li>○ 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. <ul style="list-style-type: none"> <li>▪ Wrap-around adult education services received through KYSU provide learners with the resources, academic and life skills needed to develop self-sufficiency, confidence in their abilities and a strong foundation for continued success.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Exposure to and familiarity with a variety of professional workforce opportunities through adult education programs helps adult learners make informed, data-driven decisions about future career pathways.</li> <li>▪ Training and coaching from adult education providers transforms later-in-life graduates, enabling them to meet both the needs of employers and their own personal achievement goals.</li> <li>▪ Given that technology is continuously changing, adult education programs provide for the delivery of lifelong digital, social, and emotional learning and upskilling throughout a person’s working and personal lifetimes.</li> </ul> <ul style="list-style-type: none"> <li>• Strategic Goal #3: Workforce Participation <ul style="list-style-type: none"> <li>○ Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians. <ul style="list-style-type: none"> <li>▪ Coaching in and connectivity of adult education programs excel at helping learners overcome barriers. Coaches, instructors and directors of KYSU programs build relationships and uncover and remediate factors that cause learners and potential workers to become discouraged and potentially opt out of education or the workforce altogether.</li> <li>▪ Becoming proficient in digital literacy and distance learning under the direction of adult education programs prepares potential employees to “hit the ground running” in the terms of communicating and navigating the workplace.</li> </ul> </li> </ul> </li> </ul>
<p>g. How is business and industry involved in the project?</p>	<p>According to Jaimie M. Francis of the U.S. Chamber of Commerce Foundation, the skills gap persists. To combat that gap, employers are relying on valued relationships with their talent providers. In particular, employers are looking for new ways to deepen those partnerships and to better align what is taught in the classroom with what it required of a career to make people more employable.</p> <p>Per Francis, Talent Pipeline Management (TPM)<sup>®</sup> is a workforce strategy that focuses on the development and delivery of talent from classroom to career. The TPM approach gives employers the tools to feel confident managing career pathways for learners and workers, and creates shared responsibility between employers and their talent provider partners – in this case, adult education – to establish successful talent pipelines.</p> <p>This can be accomplished through providing pre-conditional hiring allowing individuals to begin a self-sufficient career opportunity as well as working towards earning their GED<sup>®</sup> credential. Programs can also be customized and delivered to cohorts through online instruction and blended models. Digital</p>

Navigators will support this effort through continual engagement and contact with the distance learner to eliminate potential barriers and keep connected to local programs.

Adult education programs are more easily discoverable as a result of this process and can help employers get organized and think out the box in identifying what partner can be most responsive to their needs. Adult education programs have an opportunity to stand out as a leading untapped pipeline for employers of industries of all kinds.

In partnership with the United States Chamber of Commerce Foundation, Kentucky Chamber of Commerce, and the Kentucky EWDC, Kentucky was selected as one of three states in the country to pioneer a statewide implementation of TPM. In a nutshell, Kentucky's TPM is an employer-led and demand-driven approach for businesses to create and manage talent 'supply chains' by projecting talent needs and aligning those with education and workforce development systems.

Kentucky's Talent Pipeline sends employer data signals to education, government and workforce partners to help:

- Close the skills gap in critical growth sectors.
- Provide career pathways for students and workers.
- Improve employer leadership in education and workforce systems.
- Leverage employer collaboratives for business development, expansion, and retention efforts.
- Improve collaboration between employers and local and regional economic development organizations.
- Provide better information on talent in-flows and out-flows between institutions, programs, and employers.
- Improve priority access to employer provided incentives, such as work-based learning placements.
- Improve job placement and employment outcomes for students.

Since launching at the beginning of 2019, KY TPM's team of Project Managers (with support from 39 carefully selected 'TPM Champions' from across the Commonwealth) have lifted 26 industry collaboratives engaging nearly 200 employers who are working together to strengthen their talent pipelines. TPM Collaboratives have been formed in all of Kentucky's key economic sectors (including Manufacturing, Healthcare, Business Services/IT, Transportation/Logistics, and Construction as well as equine and education), with TPM efforts underway in 9 of 10 workforce development areas across the state.

	<p>With the infrastructure built the past 18 months, the next two years of the TPM project will be focused on building workforce solutions to advance the careers of Kentuckians while ensuring Kentucky has the workforce needed for economic recovery and growth in a post-COVID world. It is anticipated that up to one third of U.S. jobs are vulnerable to the economic impacts of COVID-19, and low-income workers hold up to 80% of those vulnerable jobs. Given that over 1,000,000 Kentuckians have filed for unemployment, a vital pillar of the next two years will be focused on creating and scaling education and training programs aligned to the needs of business to equip those who need it most with the skills, knowledge, and experience required for economic prosperity.</p> <p>To date, TPM has evaluated 153 critical positions, resulting in nearly 26,000 job projections to be filled in the next 2-5 years. Utilizing this data, our employers are on a path to creating inclusive, innovative, and employer-led talent pipelines throughout the state of Kentucky. This will result in positive student outcomes, increased upskill opportunities, and gainful employment for Kentuckians.</p> <p>KYSU's Strategic Partnership Coordinators (SPC) will build relationships with employers, serving as a liaison to adult education programs. SPCs will learn what digital skills employers need and work with adult education program providers to ensure that learners/potential candidates are equipped and prepared to succeed. SPCs will also help employers connect to opportunities to reskill existing employees without their GED® credential who may be falling behind in the new, digital age.</p> <p>KYSU, in concert with Kentucky employers, created a set of employability standards which are referenced in all KYSU classroom instruction and advising. Digital Navigators, Strategic Partnership Coordinators and the College and Career Prep Team will work with business and industry to revise these standards to reflect the digital requirements of a post-COVID world.</p> <p>New content will be added to KET's Workplace Essential Skills in early 2021. KYSU will train Digital Navigators and learners on the upgrade, which will add a job search module to each of the contextualized career fields so learners can learn how to best search for jobs within specific career sectors.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of learners to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>Digital Navigator services will strive to lower the attrition rate of disengaged learners using new, digitally-focused, UDL methods.</p> <p>For KYSU, our primary indicators are total enrollment, enrollment without a High School Equivalent, Measureable Skills Gains, and GED® credentials earned by adult learners.</p> <p>Activity logs submitted by Digital Navigators, which report the date, number, time, and material covered between the Digital Navigator and the learner, will be tallied and analyzed.</p>

	<p>The number of program participants trained through the newly developed digital curricula and train-the-trainer sessions will be reported, as will the number and nature of training sessions.</p> <p>Qualitative outcomes will be measured through Digital Navigator feedback on surveys and through personal testimonies and anecdotes of educators and learners.</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 FY20:</p> <ul style="list-style-type: none"> <li>• <b>Thirty-five (35)</b> new CCNs completed orientation and onboarding course modules</li> <li>• <b>105 CCNs, program directors and adult education partners</b> were participating members of the CCN Google Classroom built and maintained with Perkins funds</li> <li>• From July 1, 2019 – June 30, 2020, <b>27,768 individual log entries</b> were made by CCNs from around the Commonwealth. <ul style="list-style-type: none"> <li>○ Follow-up Sessions 27.8% <ul style="list-style-type: none"> <li>▪ Any effort to engage or re-engage learners</li> </ul> </li> <li>○ Monthly Sessions 19.8% <ul style="list-style-type: none"> <li>▪ Pre-scheduled 1-to-1 meeting between learner and CCN</li> </ul> </li> <li>○ Outreach Sessions 18.1% <ul style="list-style-type: none"> <li>▪ External effort to raise awareness of KYSU programs</li> </ul> </li> <li>○ Initial Sessions 16.9% <ul style="list-style-type: none"> <li>▪ First meetings and orientations for new learners</li> </ul> </li> <li>○ Community Sessions 6.5% <ul style="list-style-type: none"> <li>▪ Meetings with partners to enhance availability/delivery of services</li> </ul> </li> </ul> </li> <li>➤ Nearly <b>30% of CCN sessions</b> were spent discussing non-academic barriers with or reaching out to absent learners. These topics continued to be “hot-button” issues as a result of the COVID-19 pandemic and its related challenges.</li> <li>• Perkins funds helped develop KYSU’s online <b>Career Pathway Plan</b>, designed to help learners set realistic goals, conduct a personal SWOT analysis, research careers, and Labor Market Information, and ensure their successful transition from GED attainment to postsecondary education and/or participation in workforce. Each learner who received coaching from one of KYSU’s CCNs received assistance in working on their personalized Career Pathway Plan.</li> </ul>



- A daylong, face-to-face CCN Strategic Implementation Session, funded by the Perkins Leadership Grant, was conducted on October 1, 2019. **More than 120 CCNs, KCTCS Success Coaches and other personnel** heard directives from Education and Workforce Development Cabinet Secretary Derrick Ramsey, KCTC System President Jay Box and KYSU Executive Director Reecie Stagnolia about the importance of increasing GED attainment and ensuring successful transitions to postsecondary education and the workforce for adult learners. Other presentations topics and activities included: overcoming learner barriers, collaborating for success, GED testing and PathSource resources, networking and outreach strategies, Google Bootcamp with applied digital skills, KYSTAT’s Career Explorer tool and Labor Market Information resources, and onboarding, co-enrollment, financial aid and marketing information about the GED+PLUS program.
- A second CCN Strategic Implementation Session was conducted on January 30, 2020. **More than 100 CCNs, KCTCS Success Coaches and other personnel** participated in “What Would You Do?” best-practice scenario group work; formulated strategic plans for the GED Plus co-enrollment initiative between KY Skills U and the Kentucky Community and Technical College System; toured the Kentucky Higher Education Assistance Authority’s (KHEAA) College Info Road Show mobile unit; discussed how to utilize KYSU’s Strategic Partnership Coordinators to expand their community and industry reach; and participated in a hands-on poverty simulation exercise.
- A third CCN Strategic Implementation Session was scheduled for April 24, 2020. This session was cancelled due to the spread of COVID-19 and the inability to host large in-person trainings. To replace this professional learning opportunity, CCNs engaged in a **Self-Directed Learning Project**. Through the project, CCNs implemented new technology skills learned through KYSU’s College and Career Prep Team’s Microlearning Monday and Workshop Wednesday sessions to create a new digital/distance learning product that would benefit their learners throughout the pandemic and beyond. **Nearly 70 CCNs submitted projects, embracing new technologies to better connect with learners in innovative ways such as:**
  - Videoconferencing classes and meetings
  - Google instruction, resources, tutorials and classrooms
  - Animated presentations and Powtoon videos
  - YouTube channels and Facebook pages
  - LinkedIn profiles and tutorials
  - Signal Vine and Huddle customized texting initiatives

**The number of GEDs earned increased 37% from March 2019 to March 2020, 38% overall since the introduction of CCNs in FY19.** From March 2018 – March 2020, prior to the onset of the pandemic, enrollment numbers have fluctuated in an expected downward trend, as KYSU program providers have become more selective by assisting only adults who have not yet earned a High School Equivalent or credential. MSGs have remained somewhat flat.

## Budget

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

The salary of a full-time Digital Navigator Lead will be paid for through this Perkins Leadership Grant funding. The Lead will be responsible to training, coaching and providing technical assistance to Digital Navigators across the state who will, in turn, train other adult education provider staff and learners. The Lead will research and introduce emerging technologies and resources, in collaboration with a variety of workforce and other partners.

Perkins funds will be used to allow KYSU to contract with expert educators in the digital navigation realm to create, customize, and “Kentuckyize” curricula designed to transition adult education providers from face-to-face to digital/hybrid coaching and navigation services. This collaboration will also result in a new credentialing system for those obtaining competitive, work-ready digital literacy and distance learning skills.

The Digital Navigator Lead will participate in select technology- and data-driven conferences to remain current on new and emerging tools, resources, and partnership opportunities.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	The Digital Navigator Lead position will be solely funded by this grant. Funds for the employment of local Skills U Digital Navigators is supported by a combination of federal and state funded grant awards to local Skills U providers.
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	Attached

**b1. OPERATING COSTS:**

Name	Description	Total \$
Digital Learning Subject Matter Expert	Development of customized, comprehensive curricula to transition adult education providers and learners from face-to-face to digital/hybrid navigation services. Includes new digital micro-credentialing system development; webinars; learning circles; a Community of Practice; survey development, analysis and reporting; reflective blogs and individual coaching.	\$30,000
Digital Navigator Lead (1)	International Society for Technology in Education (ISTE) membership and 2022 conference	\$2,195
Digital Navigator Lead (1)	National College Attainment Network (NCAN) 2021 conference	\$2,685
Digital Navigator Lead (1)	Coalition on Adult Basic Education (COABE) 2022 conference	\$3,000
<b>TOTAL OPERATING COSTS:</b>		<b>\$37,880</b>

<b>b2. WAGES &amp; FRINGE BENEFITS:</b>		
<b>Name</b>	<b>Description</b>	<b>Total \$</b>
Susan Hopkins – FT, Time-limited	It will be incumbent on the DNL to remain abreast of ever-evolving digital tools and technologies, monitor the effectiveness of professional learning and Digital Navigator effectiveness (e.g., relationship building, assisting in removing barriers to learners' educational pursuits, college and career exploration, realistic goal setting and achievement, and successful transition to postsecondary education and training and/or entry into the workforce) and employment of UDL, and ensure alignment with KYSU DL <sup>2</sup> initiative, and industry standards of digital literacy and advancements in uses of technology.	\$75,000
<b>TOTAL WAGES &amp; FRINGE:</b>		<b>\$75,000</b>
<b>b3. OTHER</b>		
		<b>Total \$</b>
<b>TOTAL OTHER:</b>		<b>\$0.00 -</b>
<b>TOTAL AMOUNT REQUESTED:</b>		<b>\$112,880 -</b>
<ul style="list-style-type: none"> <li>• <i>If approved, funding may be used only for costs identified in the budget section of this proposal.</i></li> <li>• <i>Any changes to the project budget during the fiscal year must be requested and approved by OCTE.</i></li> <li>• <i>Project funds will be used July 1, 2021 – June 30, 2022.</i></li> </ul>		
<b>For Office Use Only</b>		
<b>Date Approved by KWIB:</b>		
<b>Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Learner Transition.</b>	<b>Signature:</b>	
<b>Total Amount Approved:        \$</b>		

**Perkins Leadership  
2021-2022 Project Request**

Project Info	
Submitted By:	Jay Cloud
Date Submitted:	12/15/2020
Program Area(s):	Agriculture Education Culinary Arts Automation Engineering
Project Title:	The Kentucky School for the Deaf Career and Technical Education
Project Location:	The Kentucky School for the Deaf 303 South 2 <sup>nd</sup> Street Danville Ky 40422
Project Dates:	July 1 <sup>st</sup> 2021 thru June 30 <sup>th</sup> 2022
Authorized Signature:	<b>Toyah Robey</b>
Description / Purpose / Need	
a. Why is this project important?	The funding of the project is to help prepare Deaf/Hard of Hearing students to transition to the world of work or post-secondary education. Our programs give students an opportunity to learn in a Deaf Friendly environment with bi-lingual instruction. The funding of this project allows Kentucky School for the Deaf to stay up to date as we model the authentic practices in our current pathways. Students leave KSD with skills that provide opportunities to transfer to post-secondary education or the working world.
b. What are the objectives of this project?	Our objective is to expose, teach, and prepare students to be lifelong learners through awareness of current jobs and trends in career pathways. We work with students to develop skills that encourage a successful transition into post-secondary education or the work force. Content specific standards are taught using research-based teaching strategies for Deaf/ Hard of Hearing individuals.

<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. (Secondary and post-secondary partnerships are strongly encouraged.)</p>	<p>Perkins Leadership Funds are a needed support in our mission of exposing students to modern equipment and best practices in each pathway area. These funds ensures students are prepared to enter internships, careers, or post-secondary education in either Agriculture, Culinary, and Automation Engineering pathways by giving them multiple approaches to gain confidence and real world experience before they enter the real world. Perkins funds also helps staff steer students with Individualized Learning Plans (IEP's) in achieving industry benchmarks by implementing project based learning through the equipment purchased.</p> <p>KSD maintains educational partnerships with Sullivan University, University of Kentucky, Centre College and BCTC as advisory roles in program development. These partnerships allow us to show students the various program offerings for continued education upon completion of KSD.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>Perkins Leadership Funds are a needed support in our mission of exposing students to modern equipment and best practices in each pathway area. These funds provide the best training for students in preparation to enter internships, careers, or post-secondary education in either Agriculture, Culinary, or Automation Engineering pathways. Our programs offer current curriculum tailored to the needs of Deaf and Hard of Hearing individuals. The bilingual delivery of the content provides simulated real world transferable experiences giving students the best opportunity for success.</p> <p>These funds allow our students who are deaf and hard of hearing to become visual learners through hands on project based learning. Without Perkins Leadership Funds our school would not be able to offer our students the latest and most up to date equipment in the respective areas. Kentucky School for the Deaf depends on the funds to be the state wide resource in Deaf education in the area of Career and Technical Education.</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>KSD has established educational partnerships with various businesses in the Danville area. These partnerships do not contribute to the funding of KSD CTE, but contribute to the educational environment for students by providing authentic employment or training opportunities through student co-ops and/or internships.</p> <p>Agriculture Education has current partnerships with Centre College, University of Kentucky College of Agriculture, and the Kentucky Department of Agriculture.</p> <p>Centre College a private school founded 1819. We have a long history of collaboration with Centre. The Kentucky General assembly created KSD and Centre's Board of Trustees governed KSD from its date of inception in 1823.</p> <p>The University of Kentucky College of Agriculture is land-grant public institution founded in 1865.</p> <p>The Kentucky Department of Agriculture (KDA) Farm and Home Safety Program was started and brought to the department in 1998.</p> <p>Culinary Arts has partnerships with Centre College, Grow Hall and Bluegrass Pizza Pub as well as catering on campus events for KSD and other local groups. Students are given the opportunity to earn a spot on the DefChefs Culinary team which participates in local, state and national levels of competition.</p> <p>Automation Engineering has developed partnerships with LogHeads Home Center, Hitachi Automotive, BCTC (Danville Campus). LogHeads Home center currently provides internships for two senior students giving them resume' building experiences.</p> <p>All these partnerships support KSD's commitment to developing students to be independent productive community members after graduation. They help us keep our programs current and provide students the opportunity to achieve real world</p>

	<p>success while in an educational setting.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Centre College Environmental Science department led by Dr. Brett Werner has supported the KSD Ag program from its early days. Please see section d.1. for details on current collaboration.</p> <ol style="list-style-type: none"> <li>1.) Dr. Werner sponsored the KSD Poultry Lab with donations of used equipment: incubator, hatcher, heated grow pens, cages.</li> <li>2.) Dr. Jean Faye, new to Centre, led a collaborative Soils Lab with KSD Ag students and Centre's post-secondary students on the KSD Farm (2019-2020).</li> </ol> <p>The University of Kentucky College of Agriculture is land-grant public institution founded in 1865. The UK College of Ag-Ed has partnered with KSD Ag-Ed in three ways.</p> <ol style="list-style-type: none"> <li>3.) UK College of Agriculture has provided KSD senior double pathway completers with customized horticultural internship at both UK South Farm and the UK Arboretum.</li> <li>4.) UK's Ag-Ed Society has been a sponsor of KSD's Ag Camp providing a donation for consumables</li> </ol> <p>The Kentucky Department of Agriculture's Dale Dobson, Farm and Home Safety Program Administrator, has partnered with KSD Ag-Ed in two ways.</p> <ol style="list-style-type: none"> <li>1.) Mr. Dobson has participated as a safety instructor during KSD's Ag Camp in June (summers of 2012-2018) providing training to high school youth on zero turn mowers, UTV's, chainsaws and string trimmers.</li> <li>2.) Mr. Dobson has collaborated with the KSD FFA chapter to host a private showing of the film SILO which focuses on Grain Bin entrapment.</li> </ol>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>N/A</p>
<p>e. Describe the benefits for the state overall.</p>	<p>Kentucky School for the Deaf is the state-wide resource for the Deaf and Hard of Hearing. We are located in Danville but the effects of our programs impact the entire state due to us having students from districts across the state of Kentucky. Our state wide foot print includes forty five districts across the commonwealth. Our on High School campus enrollment is forty with a projection that 100% will be pathway completers and two projected to be double pathway completers upon graduation in 2021.</p> <p>National statistics indicate that 47% of adults who are deaf or hard of hearing successfully transition into sustained employment. This statistic is not acceptable to KSD and this drives our commitment to helping all students who are Deaf and Hard of Hearing find meaningful careers that lead to employment. Perkins Funds are valuable to our mission of giving students access to career pathways in a deaf friendly bilingual learning environment, with innovative teaching practices, and industry leading equipment.</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>Ky School for the Deaf is committed to giving students with varying degrees of hearing loss the opportunity to earn certificates or credits in a pathway of their interest in Agriculture, Culinary Arts and Automation Engineering.</p> <p>Our goal is for each student to graduate KSD as a completer in a pathway and earn a Industry Certification in that specific pathway. The Perkins Grant allows our instructors to give deaf and hard of hearing students access to the most comprehensive learning environments.</p> <p>The grant also allows our staff to obtain professional development in content specific areas by attending CTE summer conference or other CTE content specific trainings that are being offered by the work industry.</p>
<p>g. How is business and industry involved in the project?</p>	<p>Business and industry play a critical part in the continued development and growth of our Pathways by allowing us to collaborate with them in preparing students for life after KSD. Our Staff is continually reaching out to them for suggestions on program enhancements and for the latest trends in the industry.</p> <p>The most important roll of our industry partners is in the area of internships and co-ops. Our student continue to impress them with the skills they bring into their environment. Currently we have 3 students working at Centre College in the Cafeteria, two students working for Logheads Home Center and one student working with UK Department of Agriculture.</p> <p>Agriculture: Dale Dobson with the Department of Ag Says “Coming to KSD is the highlight of his year because the students are always willing to learn about Agriculture. When I start booking tours, I always contact KSD first to get on their schedule”</p> <p>Culinary Arts: Kim Cole, Cafeteria Manager at Centre College says “The KSD Culinary students are top notch. They demonstrate solid culinary skills and show great work ethic! The partnership with KSD is a win-win for both communities”</p> <p>Automation Engineering: Shelly Bell with Orbis (Bardstown) employed KSD students to make laser engraved cups for their employees Christmas presents (2019). Tommy Mitchell owner of Logheads Home center said “When we sat down to talk about what we do, one of the things that is important to us is working with the students from KSD. They have skills that are transferable from school to work and play an important role in our manufacturing process”</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>Outcomes for our students will be measured by the number students who are pathway completers and the number of students who are determined to be transition ready. On average, Kentucky School for the Deaf has seventy five students from a variety of cultures and backgrounds in their pathways all with the common goal of being transitional ready.</p> <p>KSD staff will use information obtained in professional development or networking with similar programs who serve deaf and hard of hearing students to develop rigorous instruction within our pathways based on latest industry trends for deaf/hard of hearing students. Our students will be assessed based on valid Industry Certification standards as set up by our WEBS. We will utilize formative assessments aligned to industry certifications in order to measure student progress. Improvement walls with class wide goals are used as a visual support for our students to self-monitor their progress. These goals focus on building vocabulary, key concepts, and industry standards.</p> <p>Agriculture: During Fall 2020, Centre College Environmental Science department led by Dr. Brett Werner and including Dr. Jean Faye, entered into a four year MOU</p>



	<p>Agricultural and environmental education collaboration with KSD. The MOU was approved by Mrs. Robey KSD Principal, Carol Ann Morrison KDE Division Director, and Gretta Hylton KDE Associate Commissioner. The goals of this partnership include:</p> <ol style="list-style-type: none"> <li>a. Educating KSD and CC students through classes, research, collaboration, and community events.</li> <li>b. Growing fresh produce (fruit and vegetables) for the KSD and Centre cafeterias.</li> <li>c. Providing a source of fresh products for the Danville, Boyle County, and surrounding communities through established distribution networks.</li> <li>d. Offering summer internships to post-secondary students pursuing college degrees.</li> <li>e. Evaluating the growth and development of the collaboration in order to remain flexible to meet the changing needs of CC and KSD as well as the Danville and Boyle County Communities.</li> <li>f. Outreach: Host annual Field Day, open to public.</li> </ol>
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<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>Due to the Covid 19 pandemic that impacted KSD on March 13<sup>th</sup> 2020, our data is based on student successes and engagement rather than test score. So far this school year (20/21) our CTE Department has seen advanced in:</p> <p>2019/2020 Achievements  100% KSD CTE Graduation rate  100% KSD Graduates graduated as completers, with one a double completer in Agriculture (Plant Science &amp; Animal Science)  2020 graduate (double completer) enrolled in BCTC Horticulture program  Student on-campus work experience with Orbis (Bardstown)</p> <p>2020/2021 Achievements as a result of 19/20 grant  Enrollment of twenty nine students in KSD CTE classes for 20/21  Development of virtual CTE course for all students  Increased enrollment of three students from across the state  Three students participating in culinary internships at Centre College  Three students passing the OSHA 10 test</p>
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**Budget**

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

**Explanation:**  
Kentucky School for the Deaf has been building Career and Technical Education programs in order to meet the needs our students in the area of Agriculture, Culinary Arts, and Automation Engineering. This budget will allow us to continue our work in refining programs and curriculum as well as provide equipment that supports highly engaging classroom environments to optimize learning and work preparedness.

KSD programs are continually developing and enhancing our programs to give students the best possible Career and Technical Experience. For the 21-22 school year, the CTE instructors are focused on getting more educational partners that are also preparing Deaf / HH students in either the secondary classroom sitting or post-secondary. We are unique in the way we prepare our students and we need to look at other programs like us to identify strengths and weaknesses in keeping our programs relevant. By expanding our educational partners for post-secondary we would be identify places that could allow students to continue their pathway interest in a learning environment that is familiar with the needs of the Deaf / HH student.

The equipment for the Culinary Pathway will be used to enhance the program by bringing it up to date with current trends

and industry standards. Agriculture Education will apply Perkins Funds to the purchase of related horticulture equipment to be used on the KSD Student Farm in a cross teaching collaboration with Centre College Environmental Science instructors and students. Manufacturing pathway is expanding the current program in a way that brings additional manufacturing capabilities to students in Additive Manufacturing with the purchase of the 3D scanner.

Field Day 2021: This is the first of four annual Field Day events hosted by KSD Ag-Ed in conjunction with Centre College Environmental Science Department as part of our new four year collaboration outlined in our MOU that was reviewed by KDE legal and approved by KDE. I'll share our goal section to put the "Field Day" in proper context:

The goals of the KSD-Centre College partnership include:

- a. Educating KSD and CC students through classes, research, collaboration, and community events.
- b. Growing fresh produce (fruit and vegetables) for the KSD and CC cafeterias.
- c. Providing a source of fresh products for the Danville, Boyle County, and surrounding area.
- d. Offering summer internships to post-secondary students pursuing college degrees.
- e. Evaluating the growth and development of the collaboration in order to remain flexible to meet the changing needs of CC and KSD' as well as the Danville and Boyle County Communities.
- f. Outreach: Host annual Field Day, open to the public

Our Field Day 2021 will be in the late summer. It is posed to serve as a professional development for farmers, food pantry organizations, community stakeholders, educational partners, and Boyle County Extension Services. We will have miscellaneous expenses such as printed materials, lawn signs to direct parking, small stipends for guest speakers, and marketing tokens for attendees with our logo to begin branding our KSD – CC collaboration. We plan to seek and hope to attain support from our community.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	<p>KSD is a state-funded school and therefore does not generate revenue as other districts. Beyond Perkins Funding, KSD receives state dollars as part of a line-item budget from the legislature/KDE. KSD also receive federal IDEA dollars to support implementation of services and supports of its students.</p> <p>Allocated instructional dollars help support the purchase of consumables necessary for daily teaching and learning. Student's also produce items for sale that generate funding to support student organizations such as Deaf Culinary Bowl, Prostart (DefChefs competition team), FFA, TSA, and STLP.</p>
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b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	
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<b>b1. OPERATING COSTS:</b>		
Name	Description	Total \$
Agriculture Equipment	Field Day 2021: Open to general public - KSD/Centre College	\$1,000 -
	Wizard Walk Behind Vacuum Seeder (gas powered 4-stroke engine)	5,000
	Wirecrafters Wall System: Cage partition entrance to Engine Lab for safety	2,500
	Greenhouse equipment - germination trays (solid/perforated), growing pots and containers, thermometer, hose, water wand, shut-off valve, hose flow regulator.	1,250
	Drip Irrigation equipment - 2" Head Hose & Fittings, 1/2" & 3/4" Valves & Regulators, Drip Line 4-way spiders w/anti back-flow valves, Water Pressure Regulators, Chemical Injector, System Controller.	1,250

Culinary Equipment	Continuous Feed Food Processor (4@ 1250)	5,000
	Vitamix Blender (4@ 1250)	5,000
Automation (Manufacturing)	Laser Engravers (Table Top)	3,000
	3D Scanner	2,000
	3D Printer	2,000
	Robotics	1,000
	Drones	1,500
<b>TOTAL OPERATING COSTS:</b>		<b>\$ 30,500</b>

**b2. WAGES & FRINGE BENEFITS:**

Name	Description	Total \$
Curriculum	iCEV – Agriculture (student and teacher license)	\$ 1,000 -
Professional Development	KyACTE Conference – Louisville Ky (3 staff)	3,000
	Automation Engineering – Aspire Program Conference (out of state)	2,500
	ProStart Level (Culinary) (out of state)	3,000
		\$ -
<b>TOTAL WAGES &amp; FRINGE:</b>		<b>\$ 9,500</b>

**b3. OTHER**

	Total \$	
	\$ -	
	\$ -	
	\$ -	
<b>TOTAL OTHER:</b>		<b>\$ -</b>
<b>TOTAL AMOUNT REQUESTED:</b>		<b>\$ 40,000</b>

- *If approved, funding may be used only for costs identified in the budget section of this proposal.*
- *Any changes to the project budget during the fiscal year must be requested and approved by OCTE.*
- *Project funds will be used July 1, 2021 – June 30, 2022.*

**For Office Use Only**

<b>Date Approved by KWIB:</b>	
<b>Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.</b>	<b>Signature:</b>
<b>Total Amount Approved:        \$</b>	

**Perkins Leadership  
2021-2022 Project Request**

Project Info	
Submitted By:	Cortnea Schuster Roy Limpawuchara Brian Mullins Adam Stockhausen
Date Submitted:	12/15/2020
Program Area(s):	Career and Technical Education: E-Commerce and Computer Science
Project Title:	Continuing towards Career and Technical Education Proficiency
Project Location:	Kentucky School for the Blind, Louisville, KY 40206
Project Dates:	July 1, 2021- June 30, 2022
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	The Perkins Leadership grant will provide the necessary funding to continue to support the Career and Technical Education (CTE) program in our E-Commerce Pathway, as well as allow us to begin to build our Computer Science pathway. The funds will allow our students to continue participating in the retail experience (KSB store) as well as learning materials and information for our Computer Science pathway. It will also allow our staff to receive the most up-to-date training and professional development offered in these areas.
b. What are the objectives of this project?	The objective of the KSB store is to provide real-world, hands-on experience with retail and vending that align our CTE program with the Kentucky Business Enterprise (KBE). Completion of the program could result in full certification from the KBE for vending in Kentucky. The objective of the Lego EV3 kits would provide our students the opportunity to create and command robots which would improve their STEM (Science, Technology, Engineering, and Math) skills. The objective of the employee trainings/ conferences will allow our CTE teachers to be informed of all educational technology opportunities and information.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>This project will improve our CTE program by providing meaningful real-world and hands-on experience with retail and vending in partnership with Kentucky Business Enterprises (KBE). Jefferson Community and Technical College (JCTC) offers a Culinary Arts program which provides the training needed in order to work in the KBE vending program. A big employer of blind people in the state of KY is KBE (Kentucky Business Enterprises.) It allows blind and visually impaired people to own their own vending stands, cafeterias, and in some cases their own shops. This is what lead KSB to open a school store. One of the parts of the program we are missing is experience with vending machines. Our students need experience in loading and unloading the machines, dealing with the money, tracking an inventory and basics upkeep. KSB having a vending machine is the next step in the progression of our students being ready for the KBE program after graduation.</p> <p>Our plan is to buy the products with our Kentucky School for the Blind Charitable Foundation (KSBCF) grant and we will be using the machine to give away products as prizes through our positive behavior supports program and other special events and activities at the school. The introduction of Lego EV3 kits will allow our students the opportunity the learn to build robots and code. With information technology being one of the fastest growing areas of employment, this would provide our students experience in this area to give them an advantage before college or career.</p> <p>These CTE pathway projects will expose our students to career options they may not have previously considered and allow them the opportunity to develop prerequisite skills before they enter a KBE program or course of study at JCTC.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No. Without Perkins funding to purchase the requested items this program will not exist as we have planned. There are not additional funding sources at this time to purchase the equipment for the CTE program/ pathways. Professional Development funds have previously not been provided for this amount of training, and without Perkins funds the teacher would not have the opportunity to attend.</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 Kentucky School for the Blind works in partnership with the Office of Vocational Rehabilitation (OVR) and The Kentucky School for the Blind Charitable Foundation (KSBCF) to support our existing job training and World of Work program. OVR is a public partner while the KSBCF is a nonprofit partner to KSB. With the expansion of our CTE program, additional funds are sought to specifically improve CTE training and course work.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>The Office of Vocational Rehabilitation and the Kentucky School for the Blind Charitable Foundation both help to support staff job coaching positions in the World of Work program.</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is a continuation of the E-Commerce Retail and Vending program that was submitted in 2019-2020. We would like to expand the program with the purchase of a vending machine for our students to learn to operate.</p> <p>The Computer Science pathway is a new project/ pathway.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>Students that are in the E-Commerce pathway have the option to participate in the World of Work program and the school store. These students will gain hands-on retail and vending experience. For those interested in this pathway they have the opportunity to pursue a certificate in Culinary Arts from JCTC, and in doing so they would receive full certification from KBE for vending in Kentucky.</p> <p>For the Computer Science pathway, it will teach skills that will provide a greater knowledge base and understanding of what is needed for a career in this area. It will be beneficial for those that wish to pursue a degree from JCTC in the area of Computer and Information Technology.</p> <p>With the approval of these projects, the overall benefit for the state would be that the students would come to be contributing members of their communities and would not depend on aid from the state. The vision for the Kentucky School for the Blind is to “Empower students who are blind and visually impaired to command their future.” The Perkins Leadership funding will help to ensure that more students can live out this vision in their home communities.</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>KWIB Goal #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.  2a: Increase career exploration opportunities while students are in P-12 and provide all P-12 students an opportunity to earn a certificate(s) or credentials(s) prior to graduation, with emphasis on those credentials where dual secondary/ post-secondary academic credit is awarded.</p> <p>KWIB Goal #3: Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.  3a: Strengthen collaboration across workforce development, social services, employers and non-profits to address barriers to employment for individuals.</p>
<p>g. How is business and industry involved in the project?</p>	<p>The Kentucky Business Enterprise (KBE) has been involved in the implementation and the continuation of our KSB school store, aligned with our E-Commerce pathway. This allows the students to learn the ins and outs of the retail and vending experience. With the long-term goal of certification from KBE for vending in Kentucky, the student/ graduate could then operate food and vending facilities at public and private locations under KBE rules and regulations.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>The outcomes are better teacher preparedness for courses, and real-world, hands-on opportunities for our students. This could lead to increased certifications in both CTE pathways. For those that complete the E-Commerce pathway and decide to continue on to the Culinary Art certificate program at JCTC, they will be licensed by the KBE training program.  For those in the Computer Science pathway, this could teach them the skills needed in order to be successful in their studies in Computer and Information Technology.  The outcomes will be measured by teacher evaluations, student grades/ test scores, completion and/or certification in the CTE pathways, and/or completion of the KBE vending program.  Information learned by staff at conferences/ trainings would be primarily for their use, however, it would be shared with other staff members who assist in the program for their benefit.</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>Select students in the E-Commerce CTE pathway participated in retail experiences (KSB Store) with on-site training through the Kentucky Business Enterprises (KBE).  24 students participated in the KSB Store retail experience, which is approximately 1/3 of our overall student population.  One of the CTE teachers participated in the Annual Career and Technical Education Statewide Summer Program in Louisville in 2019. He shared relevant information with other teachers involved in the project.</p>

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**Budget**

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

Explanation: Attendance at the KACTE conference will keep our CTE teacher(s) informed of all educational technology opportunities and information which can be shared with all necessary staff. In order to provide a more real-world, hands-on experience that aligns with the Kentucky Business Enterprises program, the KSB school store needs a vending machine that will allow the school to have a fully functioning retail store and also one that is more accessible for our population of students. It will allow for the school store to be set up in such a way that the blind and visually impaired students will be able to run it independently. The Lego EV3 kits will provide our students the opportunity to learn to build and code and improve STEM (Science, Technology, Engineering, and Math) skills. This will allow our students an opportunity to learn information necessary to earn a degree in Computer and Information Technology.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	There are no additional funding sources at this time to purchase the materials for the CTE program or provide the Professional Development funds for this amount of training.
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b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	See below
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<b>b1. OPERATING COSTS:</b>		
Name	Description	Total \$
KACTE- 3 attendees	The Annual Career and Technical Education (CTE) Statewide Summer Program in Louisville, includes mileage and parking.	\$825-
Quorum Conference	Experience Programming in Quorum (EPIQ) Annual Conference, includes flight, hotel, meals, etc.	\$800 -
		\$ -
<b>TOTAL OPERATING COSTS:</b>		<b>\$1625-</b>

<b>b2. WAGES &amp; FRINGE BENEFITS:</b>		
Name	Description	Total \$
		\$ -
		\$ -
		\$ -
		\$ -
<b>TOTAL WAGES &amp; FRINGE:</b>		<b>\$ -</b>

<b>b3. OTHER</b>		
		Total \$
Gatorade vending machine	Selectivend CB500 Gatorade 10 Selection Drink Machine	\$4638 -
6 LEGO EV3 kits	LEGO Mindstorms Education EV3 Core Sets (6)	\$2640 -
		\$ -
<b>TOTAL OTHER:</b>		<b>\$7278 -</b>

TOTAL AMOUNT REQUESTED: \$8903 -

- 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 Education  
Office of Career and Technical  
Education and Student Transition.

Signature:

Total Amount Approved: \$

Budget:

Lego EV3 kits:

[https://education.lego.com/en-us/products/lego-mindstorms-education-ev3-core-set/5003400?gclid=CjwKCAiAiML-BRAAEiwAuWVggs79ddxQoOnDWPIJaf9q1D1UK3BAQ44PGUDiyRhW3SFkw5mMTknFFBoCPewQAvD\\_BwE&ef\\_id=CjwKCAiAiML-BRAAEiwAuWVggs79ddxQoOnDWPIJaf9q1D1UK3BAQ44PGUDiyRhW3SFkw5mMTknFFBoCPewQAvD\\_BwE:G:s&skwid=AL!790!3!407200088574!!!g!300652611961!#/lego-mindstorms-education-ev3](https://education.lego.com/en-us/products/lego-mindstorms-education-ev3-core-set/5003400?gclid=CjwKCAiAiML-BRAAEiwAuWVggs79ddxQoOnDWPIJaf9q1D1UK3BAQ44PGUDiyRhW3SFkw5mMTknFFBoCPewQAvD_BwE&ef_id=CjwKCAiAiML-BRAAEiwAuWVggs79ddxQoOnDWPIJaf9q1D1UK3BAQ44PGUDiyRhW3SFkw5mMTknFFBoCPewQAvD_BwE:G:s&skwid=AL!790!3!407200088574!!!g!300652611961!#/lego-mindstorms-education-ev3)

6 sets- \$2,640

Gatorade Vending Machine:

<https://www.samsclub.com/p/cb500-sa-ada-gatorad-10-sel-drink-machine/prod9570434>

\$4,638

KACTE Conference:

(annual CTE conference for KY, includes mileage and parking)

<https://www.acteonline.org/kacteonline/summer-program/>;

(3 attendees ~\$825)

Quorum Annual Conference:



(Experience Programming in Quorum (EPIQ) Conference, includes flight, hotel, meals, etc.)

<https://quorumlanguage.com/epiq.html>

(1 attendee ~\$800)



**Perkins Leadership  
2021-2022 Project Request**

Project Info		
Submitted By:	Kentucky Community and Technical College System (KCTCS)	
Date Submitted:	12/14/2020	
Program Area(s):	KCTCS Chancellor's Office	
Project Title:	KCTCS Career and Technical Program & Workforce Alignment	
Project Location:	300 North Main Street Versailles, KY 40383	
Project Dates:	July 1, 2021 – June 30, 2022	
Authorized Signature:	Dr. Kris Williams KCTCS Chancellor	
	Paige Brooks-Jeffiers KCTCS	
Description / Purpose / Need		
a. Why is this project important?	<p>KCTCS strives to align education and training of students in the Commonwealth of Kentucky from high school through college and into the workforce to meet the current and future workforce demands of the business and industry pipeline. Accomplishing this requires a combination of internal and external skills-based trainings and resources to ensure our colleges have the necessary knowledge, preparation, and training needed to deliver programs for our students. KCTCS' business-first approach to program development seeks to leverage the needs of business within our local communities across the state to develop and adjust our programs based on local and regional economic needs.</p> <p>Internally, engaging and interactive content will be developed and implemented to include high-quality, evidence-based, and comprehensive trainings. This will also include follow-up support for participating career and technical education (CTE) faculty and staff, including technical dual credit teachers. When appropriate, current and new programs will be expanded through an engaging online experience including the required WCAG/508 ADA compliance, which will increase the access of these activities to more CTE programs, faculty and staff throughout the state. Additional support is provided for underperforming technical programs and collaboration between postsecondary and business and industry to ensure curriculum alignment.</p>	

As Kentucky’s largest workforce provider and producer of industry-based credentials, it is critical to permit faculty and staff to build and expand their capacity for innovation to maintain certifications and licensure required for teaching CTE courses/programs and to improve teaching and learning practices.

These activities will, as stated by law, support CTE faculty and staff recruitment, preparation, and retention to support high-skill, high-wage, and in-demand occupations by providing opportunities for CTE faculty and staff to improve and increase understanding and application of learning theories, instructional strategies, assessment methodologies, and content materials to increase student success and preparedness into the Commonwealth workforce.

b. What are the objectives of this project?

**Objective 1: Integrated Program Design & Delivery** – To evolve and grow KCTCS career and technical education programs through the alignment of professional development and support specifically for the key areas of assessment, curriculum, and dual-credit with the following projects:

**1a) CTE Assessment Support**  
 Funding will support underperforming technical programs with delivery of software and/or testing vendor services and subject matter experts in technical disciplines.

**1b) CTE Curriculum Support**  
 Funding will support technical curriculum committee meetings. Curriculum committees are responsible for ensuring curriculum alignment between post-secondary and business and industry and providing continuous industry-driven updates of the curriculum shared by programs across the 16 Colleges. Committees will also examine ways to increase work-based learning opportunities. When available, employers and KDE staff will be asked to participate. Curriculum committee meetings include orientations, annual or biannual meetings of faculty, and state-wide meetings and/or trainings. When suitable, meetings and trainings will be transitioned to an online format.

**1c) CTE Dual Credit Faculty Development and Enhancement of Dual Credit Pathways**  
 Funding will support meeting the demands of dual credit in high-demand fields such as advanced manufacturing, business and information technology, construction, healthcare, and transportation and logistics. Students who complete dual credit are more likely to enroll in postsecondary education and complete a credential which will help the Commonwealth meet its workforce participation goals. KCTCS will develop materials and offer professional development supporting CTE college faculty and high school dual credit teachers. These online and regional trainings will provide CTE faculty with the skills needed to support high school teachers with collaboration and alignment of curriculum through a course delivery framework.

**1d) CTE Program & Industry Alignment**  
 Funding will support KCTCS Career and Technical Programs in staying relevant with industry. This is accomplished through attendance at in-state and out-of-state industry-based professional meetings and conferences, teaching and learning conferences and workshops, and accrediting body convenings.

**1e) CTE ALIGN**  
 The ALIGN project will create an educational model aligned to the knowledge and skills most relevant to state, regional and local workforce needs. This project will identify the competencies most desired by employers and determine how those competencies will be taught and assessed across our technical programs in the five high-demand sectors. A four-series professional development workshop, spread over four months, will be provided by C-BEN (The Competency-Based Education Network). Participants, including CTE faculty and business and industry representatives, will work on 16 cross functional competencies identified via the ALIGN project. They will collaborate to

determine how students will demonstrate they have mastered the skills and knowledge needed for employer’s confidence in knowing all KCTCS credential holders are workforce ready. This is projected to reduce on-the-job training costs for companies when they hire KCTCS graduates. Furthermore, by directly including employers into these workshops, they not only help drive the curriculum process, but also create the opportunity for meaningful engagement between CTE faculty and the workforce community. Having this curriculum will enable KCTCS to quickly respond to upskilling and reskilling needs while enhancing the competitive position of workers in our state.

**Objective 2: CTE Faculty Development and Engagement** – To expand CTE faculty knowledge and skills through high-quality comprehensive training programs. Programs will include emerging, evidence-based, engaging, and interactive teaching and learning strategies supporting student completion, and transition into the workforce. Programs will emulate best practices as examples for CTE faculty including WCAG/508 accommodations required in online formats. The following projects propose to advance and grow KCTCS’s CTE faculty development programs and processes by improving recruitment, preparation, and retention of qualified CTE faculty and staff.

**2a) Targeted CTE Faculty Development**

This project strives to increase the number of highly qualified career and technical faculty (particularly those that join KCTCS directly from industry) by developing and implementing relevant, evidence-based teaching and learning practices and innovative solutions for content delivery and classroom management. Strategies learned in these comprehensive programs combined with technical skills bootcamps allow for ADA-compliant multimodal delivery formats which can increase access for students—resulting in improved retention and student success in workplace transition.

**2b) Systemwide CTE Professional Development**

On-demand trainings, live webinars, industry-specific trainings, and teaching and learning conferences are made available to CTE faculty and staff, allowing them to tailor their professional development solutions and personal improvement plans. This enables them to stay current with industry standards that best serve the unique needs of their students, program, campus, and/or region, and to maintain industry licensure and credentialing.

**2c) CTE Faculty Development Design and Delivery**

This project is responsible for the creation, evaluation, and support of high-quality, skills-based training programs. It will ensure effective instructional design standards are followed in program development and delivery, using accepted pedagogy, ADA-compliant design standards, analytics-driven development, and continued improvement. Migration of programs to online and hybrid versions will expand the reach and availability to CTE faculty and staff, increasing impact on student retention and success. Expanded capacity and resources are needed, as well as for on-going and follow-up trainings which will ensure CTE faculty and staff have effectively implemented learned skills into class content and activities.

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. *(Secondary and post-secondary partnerships are strongly encouraged.)*

This project will improve Career and Technical Education in Kentucky in the following ways:

1. Provide students and businesses/industry with a trained workforce that experiences real-world, work experience on the jobsite.
2. Increases the ability of KCTCS career and technical programs to decrease student time to certificate/degree by enhancing dual credit opportunities.
3. Permits career and technical programs to evolve with the changes in business and industry through technological advancements.
4. Provide CTE faculty and staff comprehensive training and skills for successful implementation of teaching and learning methodologies and strategies needed to engage students in preparation for the workforce.

<p>d. Can the project be accomplished without Perkins funds?</p>	<p>Perkins resources are critical to this to work within KCTCS and across education agencies as our state continues to build our workforce. KCTCS could fund some of these objectives on a smaller scale; however, these resources will lead to greater impact across the Commonwealth.</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>Partnering entities will include the Kentucky Department of Education, the Kentucky Workforce Innovation Board, regional Workforce Innovation Boards, the Kentucky Council on Postsecondary Education, Kentucky Chamber, and the Kentucky Community and Technical College System—which are all public, not for profit entities.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Contributions from KCTCS and the aforementioned partners will be in-kind investments of staff time.</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is not in continuation of a previously submitted project.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>The benefits for the state are as follows:</p> <ol style="list-style-type: none"> <li>1. Increases the pool of qualified workers into Kentucky’s workforce.</li> <li>2. Identifies best practices and potentially reduces time and effort education partners spend in duplicating business engagement and program design by aligning efforts.</li> <li>3. Leverages the state’s current efforts to meet the economic development and workforce needs of Kentucky’s high demand industries.</li> <li>4. Contributes to Kentucky’s ability to compete globally to recruit business and industry into the Commonwealth.</li> </ol>

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)

This proposal contributes to the KWIB strategic goals and objectives in several ways.

KWIB Strategic Plan Goals supported:

Strategic Goal #1 - Employers: Actively engage employers to drive Kentucky's workforce development system.

Objective 1a: Create a workforce development system that is valued by employers.

Objective 1b: Establish a clear channel for employer engagement in workforce development services.

Objective 1c: Increase the number of employers participating in work-based learning experiences and apprenticeships, while also establishing employer champions.

Objective 1d: Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and postsecondary study.

Strategic Goal #2 – Education: 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.

Strategic Objective 2a: Increase career exploration opportunities while students are in P-12 and provide all students an opportunity to earn a certificate or credential prior to graduation, with emphasis on those credentials where dual secondary / postsecondary academic credit is awarded.

Strategic Objective 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.

Strategic Objective 2d: Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions.

Strategic Objective 2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work.

Strategic Objective 2f: Encourage the agility, responsiveness, and desire for lifelong learning among incumbent Kentucky workers.

Perkins Goals Supported:

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients.

<p>g. How is business and industry involved in the project?</p>	<p>This proposal will begin its alignment by jointly engaging business and industry with KCTCS partners through the Kentucky Department of Education’s existing structure for industry engagement. As the work progresses, KCTCS is proposing to continue engaging business and industry with the Kentucky Department of Education. Separately, the KCTCS College program advisory committees, made up of industry representatives, will support these projects.</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><b><u>Objective 1 Outcomes: Integrated Program Design and Delivery</u></b></p> <p><b>1a) Outcome Assessment Support</b></p> <ul style="list-style-type: none"> <li>• A minimum of two technical programs will be served. Faculty impacted will share best practices with the state-wide curriculum committee. The number of students impacted will be based upon the programs selected and tracked. <ul style="list-style-type: none"> <li>▪ Measured through tracking program numbers and/or providing surveys for continued improvement and program as needed.</li> </ul> </li> </ul> <p><b>1b) Outcome Curriculum Support</b></p> <ul style="list-style-type: none"> <li>• A minimum of 15 curriculum committees/industries will be supported with in-person meetings. Resulting curriculum revisions/additions will impact all students enrolled in the program state-wide, as well as business and industry in each college’s service area. <ul style="list-style-type: none"> <li>▪ Measured through tracking curriculum numbers and/or providing surveys for continued improvement and program as needed.</li> </ul> </li> </ul> <p><b>1c) Outcome CTE Dual Credit Faculty Development and Enhancement of Dual Credit Pathways</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a complete training program for up to 15 CTE faculty per KCTCS college to support CTE dual-credit programs, teachers, and activities that increase access, student engagement, and success at the secondary level by providing requirements and expectations of teaching a postsecondary level course. <ul style="list-style-type: none"> <li>▪ Measured through tracking participation numbers and/or providing surveys for continued improvement and program as needed.</li> </ul> </li> <li>• Develop and implement high-quality comprehensive professional development and support program for up to 150 technical dual-credit teachers to implement a postsecondary education and workforce-ready curriculum at the secondary level that integrates rigorous academic, technical, and employability contents through career and technical programs. <ul style="list-style-type: none"> <li>▪ Measured through tracking participation numbers and/or providing surveys for continued improvement and program as needed.</li> </ul> </li> <li>• Increase dual-credit student access to high quality technical dual credit programs in a high-demand pathway that will meet their postsecondary goals of entering the workforce or completing credentials to earn an Associate in Applied Science in their field. <ul style="list-style-type: none"> <li>▪ Measured through tracking participation numbers and/or providing surveys for continued improvement and program as needed.</li> </ul> </li> </ul> <p><b>1d) Outcomes CTE Program &amp; Industry Alignment</b></p> <ul style="list-style-type: none"> <li>• Up to 40 CTE faculty and 5 CTE staff will be served to represent their industry and stay current with updated skills and industry needs. KCTCS faculty and staff will be asked to share information at the KACTE Summer Conference and with the discipline-specific curriculum committees within KCTCS with an emphasis on the key themes outlined in this proposal. <ul style="list-style-type: none"> <li>▪ Measured through tracking participation numbers and presentation submissions and/or providing surveys for continued improvement of technical faculty needs.</li> </ul> </li> </ul>

**1e) Outcomes CTE ALIGN**

- Up to 32 CTE faculty of high-demand programs with collaboratively work with up to 64 business and industry partners to:
  - Develop the skills and knowledge required for student demonstration on 16 required competencies needed for employment in the 5 high-demand sectors.
  - Identify methods and strategies for student demonstration of knowledge and skill mastery.
    - Measured by CTE faculty participation, business and industry participation and/or providing surveys for completion and success of project
- The 16 competencies and mastery demonstration mentioned above will appropriately embedded into CTE programs.
  - Measured by number of aligned competencies embedded into CTE program curriculum.

**Objective 2 Outcomes: CTE Faculty Development and Engagement**

**2a) Outcomes Targeted CTE Faculty Development**

- Improve and provide a year-long comprehensive skills-based professional development program, Faculty Institute on Teaching, supporting up to 40 new career and technical education faculty transitioning from industry to education that improves and increases knowledge and understanding of how students learn combined with the ability to analyze student work and achievement from multiple sources including instructional strategies, assessments, and materials.
  - Measured through tracking participation numbers and/or providing surveys for continued improvement and program as needed. Additional measures may include tracking retention rates of participating faculty.
- Provide an intensive multi-day Innovative Educator Academy professional development event serving up to 35 CTE participants. This innovative professional development experience provides tools and resources for CTE faculty to learn to innovatively and creatively collaborate with their network to present and implement solutions to eliminate and/or reduce common student success barriers. Follow-up sessions are held throughout the year for participants to share implementation outcomes and improvements for continued student success and growth with other CTE faculty to expand capacity.
  - Measured through tracking participation numbers and/or providing surveys for continued improvement and program as needed. Additional measure may include sharing experiences, knowledge, and innovative solutions with CTE colleagues at campus or across the system through CTE faculty led webinars and workshops.
- Provide an inclusive professional development, CTE Online Course Migration Bootcamp, to a minimum of 50 CTE faculty. This will prepare and guide CTE faculty through the redesign of online course content, materials, and activities that align course outcomes and competencies while expanding student access by offering online and/or hybrid courses and programs in the updated course management platform. These trainings are faculty-led and will support and offer effective, evidence-based pedagogical and technical skills for teaching online including ADA (WCAG/508) compliant materials for meeting the needs of students with disabilities.
  - Measured through tracking participation numbers and/or providing surveys for continued improvement and expansion of project as needed to support CTE faculty transition.

## **2b) Outcomes Systemwide CTE Professional Development**

- Advance CTE faculty knowledge, understanding, and use of teaching and learning methodologies and strategies including technical skills for use in the classroom (online, hybrid, and in person) to support and stay current with academic initiatives and industry standards that increase student success and retention in preparation for the workforce. Opportunities are provided through a multitude of professional development opportunities including on-demand repositories, live webinars, and onsite or regional and national conferences and workshops. These events are available to approximately 1,300 CTE faculty throughout KCTCS.
  - Measured through tracking participation numbers, completed activities, and/or providing surveys for continued improvement as needed.
- CTE faculty attending industry-specific and/or teaching and learning conferences will share knowledge, practices, ideas, and implementation strategies to CTE counterparts at their colleges and across the state through online webinar presentations and conference speaking engagements.
  - Measured through tracking participation numbers and submitted PD Tracker data, activities offered and/or providing surveys for continued improvement of applicable professional development opportunities.

## **2c) Outcomes CTE Professional Development Design and Delivery**

- To maintain current high-quality professional development offered by KCTCS and to migrate current in person programs to an AD-compliant online option, including engaging interaction, for expanded reach and capacity to CTE faculty and staff.
  - Measured through tracking pd activity numbers and/or providing surveys for continued improvement and quality as needed.
- To plan, develop, implement and expand capacity by onboarding an instructional designer to create additional instructionally sound specialized comprehensive evidence-based programs, evaluate effectiveness for continued improvement, and support higher-thinking strategies and practices which allow CTE faculty to develop and align engaging and interactive content and activities to support student success. Programs will be designed for multiple delivery modes (online, hybrid, and in person) and may include subject matter experts, speakers, and relevant materials and activities. Content and materials will meet WCAG/508 ADA standards for increased accessibility and will emulate good instructional practices. These programs are not standalone activities and include follow-up sessions and consultations, review of implemented strategies, and assessment of program deliverables by qualified CTE faculty.
  - Measured through tracking numbers of new skills-based online programs and participants and/or providing surveys for continued improvement and quality to stay current with teaching and learning engagement strategies.
- To provide effectiveness reports on comprehensive trainings and workshops developed to achieve the listed goals of the project.
  - Measured through CTE participation and surveys of effectiveness. Additional measures may include implementation and use of new strategies and its success for student retention and completion.

Outcomes for 2c are dependent on approval to expand human capitol resources.



<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>Professional Development opportunities meeting a variety of needs were offered to over 1,500 CTE faculty and staff. More than 2,000 CTE faculty and staff participated indicating many attended multiple trainings and activities through the year.</p> <p>Over 1,400 CTE student responses were received on a survey around Technology Solutions during an assessment of student needs and outcomes indicating over 20% of students rely on campus Wi-Fi and internet to successfully complete coursework.</p> <p>The curriculum project reviewed 19 programs of study for pathway alignment. Another 24 curricula and programs were developed, reviewed and approved by over 50 participating CTE curriculum committee members to prepare graduates for entry into high skill/high wage occupations. Secondary partners and business and industry participated.</p> <p>Four new programs were approved.</p>
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### Budget

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

**Explanation:** The Integrated Program Design and Delivery Budget will focus funds to support curriculum initiatives, program assessment and improvement, and dual credit expansion. Each goal will be achieved through partnership between KCTCS CTE faculty, KDE CTE teachers, and business and industry. The CTE Faculty Development and Engagement Budget will focus funds on delivering comprehensive evidence-based trainings for recruiting, preparing and retaining new and current CTE faculty in multi-modal environments increasing the number of highly qualified career and technical faculty, and ensuring CTE faculty have relevant, evidence-based teaching and learning techniques.

<p>a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.</p>	<p>In-kind donations of staff time will be utilized. Additional funding will be braided from the KCTCS Chancellor’s Office appropriate unit budgets as available and appropriate.</p>
<p>b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.</p>	


**b1. OPERATING COSTS:**

Name	Description	Total \$
<p>CTE Assessment Support</p>	<p>Software/testing contracts, guest speaker fees, etc., to support a minimum of two (2) underperforming technical programs. The information gained will be shared with the program statewide curriculum committee and the number of students impacted will be reported based on the programs selected.</p>	<p>\$ 6,250</p>
<p>CTE Curriculum support</p>	<p>Supports KCTCS business policies and procedures for official representatives for each college with program and system office support staff to attend the state curriculum meetings including orientation; to attend technology skills development meetings and trainings for implementation of courses, including dual credit; or to represent/support curriculum through the process. Cost of materials or instructional supplies are also included. A minimum of 20 committees will be supported. Regional and/or online meetings will be considered when applicable.</p>	<p>\$ 20,000</p>
<p>CTE Dual Credit Faculty Development and Enhancement of Dual Credit Pathways</p>	<p>To support the development and production of materials and supplies including a Dual Credit Teacher Handbook of requirements and best practices for successful implementation and increased student access and retention to post-secondary to be shared with up to 15 faculty per college supporting Dual Credit teacher.</p>	<p>\$ 8,500</p>

CTE ALIGN	To support CTE faculty participation and support materials in this professional development workshop program to engage with their business and industry counterparts to determine knowledge and skills needed by KCTCS graduation for a redesign and alignment of program content. Sessions require in person participation and collaboration. However, regional and online sessions will be conducted online, as appropriate, to reduce travel costs.	\$ 35,000
CTE Faculty Institute on Teaching	Supports materials, supplies, delivery, and tracking for new up to 35 CTE faculty transitioning from industry to education. This program includes in person, regional meetings, and online sessions, as appropriate, to reduce travel and time for CTE faculty.	\$ 26,700
CTE Innovative Educator Academy	This multi-day design-thinking academy includes support for facilities, materials, supplies, and subject matter experts and/or speaker feed along with travel and lodging for up to 40 CTE faculty and staff. A value of this academy is creating a network of CTE faculty from across that state where participants generally would not have innovative and collaborative opportunities. Follow-up sessions will be moved to an online format.	\$ 30,000
CTE Program & Industry Alignment & CTE Systemwide Professional Development	<p>To provide opportunities for Career and Technical Education (CTE) faculty and staff that support CTE to attend activities that enable them to stay relevant with industry needs and expectations. These offerings may be in-state or out of state. Cost of registration, materials, instructional supplies as well as participant travel (when relevant) is included. A minimum of 40 faculty and 5 staff will be served. Faculty/staff will be asked to share information gained via KACTE Summer Conference, System Committee meetings, or other opportunities. Resources are included to provide training materials when sharing knowledge and expertise. Other faculty, staff and students impacted will be documented.</p> <p>KCTCS's professional development repository includes:</p> <ul style="list-style-type: none"> <li>• Three online training repositories including pedagogical methodologies and strategies to increase CTE knowledge and awareness of teaching and learning best practices for improved student outcomes. <ul style="list-style-type: none"> <li>○ Innovative Educator (\$15,000/1 year subscription – available to all 1,300+ CTE Faculty and all CTE Staff)</li> <li>○ Magna - Higher Education Faculty and Staff PD (\$18,700/1 year subscription—available to all 1,300+ CTE Faculty and all CTE Staff)</li> <li>○ Nurse Tim - Allied Health Repository (\$8,000/1 year subscription – available to all Faculty and Students (shown in classrooms when faculty choose to show it to them).</li> </ul> </li> </ul>	\$ 91,000
CTE Professional Development Design and Delivery	<p>Support for maintaining CTE professional development Academies, Institutes, and personalized professional opportunities through:</p> <ul style="list-style-type: none"> <li>• Collaborative planning, development, to fully implement high-quality system level CTE operational trainings and professional development programs throughout the year that have a positive and lasting impact on course instruction and teacher performance.</li> <li>• PD planning and data gathering (meeting/travel expenses)</li> <li>• Speakers and Subject Matter Expert costs for high impact programs</li> <li>• Support of PD seminars, conferences, institutes and other events for CTE faculty and staff</li> <li>• Innovation and technology needs</li> </ul>	\$ 26,400

	<ul style="list-style-type: none"> <li>• PD session participant materials</li> <li>• Technology to support instructional models and/or develop PD materials</li> </ul> <p>PD will be available to all 1,300+ CTE Faculty and all CTE Support Staff</p>	
<b>TOTAL OPERATING COSTS:</b>		<b>\$ 243,850</b>
<b>b2. WAGES &amp; FRINGE BENEFITS:</b>		
<b>Name</b>	<b>Description</b>	<b>Total \$</b>
CTE Dual Credit Faculty Development and Enhancement of Dual Credit Pathways	Provide overloads for up to 4 KCTCS CTE Dual Credit faculty member(s) to develop materials for handbook and the development and design of the professional development training. Provide a stipend OR substitute pay for up to 150 Dual Credit teachers who participate.	\$ 19,500
CTE Faculty Institute on Teaching	Mentor and Assessor overloads for CTE faculty that support new CTE faculty with skills and implementation of effective teaching and learning methodologies.	\$ 45,500
CTE Professional Development Design and Delivery Instructional Designer	To provide wage and fringe benefits for the full-time position of Instructional Design & Delivery expert that will expand online professional development programs and opportunities with required WCAG/508 ADA accommodations that will be available to all 1300+ CTE faculty. This position will additionally report on effectiveness of online professional development programs and CTE faculty served.	\$ 68,500
CTE Online Course Migration Bootcamp	Provide overloads to 10 faculty facilitators to run online course migration bootcamps for a minimum of 50 CTE faculty to update and prepare course content and activities for delivery from an updated course management system.	\$ 22,500
CTE ALIGN	Provide overloads to up to 32 CTE participants for research and development of industry-aligned competencies for CTE programs.	\$ 30,000
<b>TOTAL WAGES &amp; FRINGE:</b>		<b>\$ 186,000</b>
<b>b3. OTHER</b>		
		<b>Total \$ -</b>
<b>TOTAL OTHER:</b>		<b>\$ -</b>
<b>TOTAL AMOUNT REQUESTED:</b>		<b>\$ 429,850</b>
<ul style="list-style-type: none"> <li>• <i>If approved, funding may be used only for costs identified in the budget section of this proposal.</i></li> <li>• <i>Any changes to the project budget during the fiscal year must be requested and approved by OCTE.</i></li> <li>• <i>Project funds will be used July 1, 2021 – June 30, 2022.</i></li> </ul>		
<b>For Office Use Only</b>		
<b>Date Approved by KWIB:</b>		
<b>Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.</b>	<b>Signature:</b>	
<b>Total Amount Approved:</b>	<b>\$</b>	

**Perkins Leadership  
2021-2022 Project Request**

Project Info	
Submitted By:	Steve Stubbs, Ed.D.
Date Submitted:	December 4, 2020
Program Area(s):	Agriculture Education, Business Education, Engineering and Technology Education and Occupation-based Education
Project Title:	Postsecondary Professional Development Project
Project Location:	Morehead State University
Project Dates:	July 1, 2021 to June 30, 2022
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	Perkins funds for professional development will be used to assist CTE faculty in improving instructional methods and keeping current with the advances in their respective fields. A variety of strategies have been identified to help the faculty stay current. These strategies include attendance at state and national conferences and workshops.
b. What are the objectives of this project?	<ol style="list-style-type: none"> <li>1. Teacher educators attend curriculum alignment in both educational and program area update meetings during the school year. Teacher educators will be Dr. Steve Stubbs, Dr. Joyce Stubbs, and Dr. Ahmad Zargari.</li> <li>2. Teacher educators will assist with the development of the instructional activities, curriculum revisions to include information gained at meetings, workshops, and conferences.</li> </ol>

<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>The primary purpose of the Career and Technical Education programs at Morehead State University is to prepare CTE teachers in our service region and to provide technical and andragogy assistance to teachers as they strive to remain current in the rapidly changing environments of their field of expertise and in education. In order to address these needs Morehead State University CTE program faculty must have access to the most relevant information available regarding trends and issues in their field. It is vital that the program be current and relevant in content and instructional methods in order to address the needs of today's new teachers. Curriculum update and alignment is necessary to meet this need.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No. Funding cuts to the universities professional development dollars have extremely limited PD for faculty.</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 only entity in this project is Morehead State University. However, we provide updated information to current students in the program areas of Agricultural Education, Business Education, Engineering and Technology Education and Occupation-based Education.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>The in-kind contributions provided are the time that the three mentioned faculty provide to the schools and school districts.</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is a continuation. First submitted 2019-2020. Professional Development is an ongoing process.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>Morehead State University works with all school districts in the state that express an interest in our participation in their endeavors. We prepare student's to be teachers in Kentucky school districts as well as surrounding states. We also work with local business and industry to prepare their future employees. Currently we are working with the Governor's Ag Tech group to include new and emerging agriculture technologies in course work at MSU.</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>Morehead State University has a CTE advisory board that meets twice a year. The board reviews changes in the CTE programs and makes recommendations. The board includes current teachers, KCTCS administration, Superintendent, Business and Industry and KDE personnel. The work of this board aligns with KWIB Goals 1 and 2. Changes in the programs usually comes from information gained by the faculty during workshops or conferences.</p>
<p>g. How is business and industry involved in the project?</p>	<p>Business and Industry are involved in the advisory committee.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>The expected outcomes are that the program faculty are implementing the new information obtained at the meetings/conferences in the CTE and program area courses. The outcomes will be measured by recording the new information that is included in the courses. The number of faculty members that attend curriculum workshops and meetings. The number of faculty members that assist with the development of new instructional materials will also be recorded.</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>Number of teachers/students/programs impacted</p> <p>Three professors directly, 24 indirectly</p> <p>Number of students  3 of 23 active Business Education students  33 Agricultural Education students  1 of 3 active Engineering and Technology students  9 Occupation-based students</p> <p>The programs that were impacted at MSU were Business Education, Agriculture Education, Engineering and Technology Education and Occupation-based Education.</p> <p>Long term impact on your program  Courses and processes were updated with the new information obtained. To help the programs stay up to date and move forward. The activities also helps to develop networks with teachers in the</p>

region and contacts made during national and regional meetings.

**Budget**

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

Explanation: There are three faculty members at MSU that work with the CTE programs. The faculty need to stay up to date in their program area fields as well as teacher education initiatives. The most effective way to stay up to date is by attending workshops (face to face or online) or conference.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.

No additional funds are available

b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.

No additional funds are available

**b1. OPERATING COSTS:**

Name	Description	Total \$
Joyce Stubbs, Chair Agricultural Sciences	Curriculum alignment and Instructional Development, State FFA, National FFA, KACTE.	\$ 1,500.00
Steve Stubbs, Visiting Assistant Professor of CTE, Agriculture Education, Engineering and Technology Education, Business Education and Occupation-based Education	Curriculum alignment and Instructional Development, KASA, KACTE and ACTE	\$ 1,500.00
Ahmed Zargari, Associate Dean, College of Business and Technology	Curriculum alignment and Instructional Development, KASA, KACTE and ACTE	\$ 1,500.00
<b>TOTAL OPERATING COSTS:</b>		\$ -

**b2. WAGES & FRINGE BENEFITS:**

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

**b3. OTHER**

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

- *If approved, funding may be used only for costs identified in the budget section of this proposal.*
- *Any changes to the project budget during the fiscal year must be requested and approved by OCTE.*
- *Project funds will be used July 1, 2021 – June 30, 2022.*

**For Office Use Only**

<b>Date Approved by KWIB:</b>	
<b>Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.</b>	<b>Signature:</b>
<b>Total Amount Approved:        \$</b>	