U. S. Department of Education
Office of Vocational and Adult Education

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The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: __KENTUCKY____

Eligible Agency Submitting Plan on Behalf of State:

Kentucky Board of Education/Kentucky Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check *all* that apply):

___ 6-Year

___ 1-Year Transition

_x_ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

_x_ Title I only (*All Title II funds have been consolidated under Title I*)

___ Title I and Title II

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirement

1. Public hearings were held February 20, 2008 and February 26, 2008. One hearing was held in Frankfort, Kentucky on February 20, 2008. This site was selected to facilitate travel for constituents living in Eastern Kentucky. The second public hearing was held February 26, 2008 in Morgantown, Kentucky to facilitate travel for constituents living in Western Kentucky. A total of 24 individuals came to the public hearings. Of that group, 18 individuals spoke; 3 individuals did not provide their comments in writing. Legal advertisements were placed in ten newspapers across the state. Two of the newspapers have statewide circulation. Each public hearing was advertised twice prior to the date of the hearing. The Office of Communications in Kentucky Education Cabinet sent a news release announcing the public hearings to all the newspapers and radio and televisions stations in Kentucky and to large cities surrounding the state newspapers. The legal advertisements and the press release invited individuals to comment on the Kentucky State Plan and requested each individual who wished to speak to submit a written copy of their comments with the person registering the speakers. [Section 122(a)(3)]

2. The following is a summary of comments made during the public hearings held on February 20, 2008 and February 26, 2008. The majority of the attendees and speakers were from the community and technical college system. The community and technical college system was concerned with the proposed secondary and postsecondary split and the ten percent set-aside. The FY 08 split is 51 for postsecondary and 49 for secondary. The proposed split is based on student enrollment; there are more secondary students than postsecondary students. The justification for leaving the split as it is—postsecondary receiving the larger share—was to use funds to purchase equipment. It was especially important to keep the split as it is since the state budget for next year would likely be cut. One or two speakers commented that secondary career and technical education was exploratory only. One postsecondary speaker felt activities to enable special populations to be as successful as all other students would not be funded if the funding split reflected the student population in Kentucky Career and Technical Education. One secondary representative spoke at the first hearing and three secondary representatives spoke at the second hearing. The secondary representatives said they also needed the funding to improve programs and that they also faced the possibility of budget cuts. It was pointed out that many secondary students do not go to postsecondary education because they cannot afford to go and some want to go to work. Therefore secondary career and technical education prepares students to

attend postsecondary education if that is the goal and/or to secure employment that paid a livable wage. Other comments from secondary career and technical education included a direct comment to the attendees that secondary career and technical education was not exploratory and that postsecondary career and technical education had access to other funds such as tuition. Responses to the written comments provided during the public hearings start on page 172. [Section 122(a)(3)]

3. Individuals who served on the State Plan Advisory Committee for the Transition Plan were asked if they would continue to serve as advisors to the development of the five year plan. Ten individuals from the original group agreed to serve. There were three staff changes and three other individuals agreed to serve in those slots. In addition, four of the career and technical education advisory committee from business and industry also agreed to serve on the committee. There are five business and industry representatives on the committee and one representative from economic development. The individuals represent business and industry, teachers, administrators, tech prep, economic development, Council on Postsecondary Education, and the Kentucky Workforce Investment Board. Many of these representatives are parents. The representative from the Board is a police officer and represents the public community. The student representative replied she could not serve because she could not miss her classes. The Secretary of the Education Cabinet and the Clearing House is the link to the Governor's Office. The draft state plan was mailed to the State Plan Advisory Committee members and it was posted on the Kentucky Tech web site for the general public. The newspapers advertisements and the news releases included the web site address. [Section 22(b)(1)(A)-(B)]

4. Individual program/curriculum consultants provided programmatic information during the development of the state plan. When the plan was drafted, five program and/or curriculum consultants and three administrative consultants reviewed the draft plan and compared the content to the State Plan Guide. This same group of individuals also provided input for expanding or revising the content. Notes were taken during the review of the plan and the suggestions were included in the plan revisions. Data to establish baselines for the accountability measures came from the Technical Education Data System that houses the state career and technical education data system. Eligible recipients enter the data into the system and are responsible for assuring the data are complete and accurate. Individuals who were involved in activities such as math in CTE and relevant instruction provided input into improving academic achievement. Postsecondary eligible recipients and their representative state agency were involved by conducting surveys or reviewing institutional data to establish baseline data for the new postsecondary accountability data. The draft of the five year state plan was posted on the Office of Career and Technical Education web site for eligible recipients and others to view the proposed state plan. Two public hearings were held in two

areas of the state to facilitate travel from the eastern and western parts of the state. Advertisements in ten newspapers identified the locations of the public hearings. The Kentucky Education Cabinet sent a news release to all newspapers and radio and television stations advertising the public hearings and published the web site for interested individuals to review the draft state plan and provide written comments to the Office of Career and Technical Education. The State Plan Advisory Committee met and reviewed each section of the plan, asked questions, and voiced their opinions during the meeting.

The Executive Director for the Office of Career and Technical Education presented a summary of the comments made at the public hearings. The summary referred to the postsecondary concerns about the funding cut and the ability of the institutions to purchase equipment. These same postsecondary funding concerns associated with state budget cuts were again points of discussion in the meeting. Another issue related to the secondary postsecondary split was the inaccuracy of the state data system. This issue was resolved when a member who enters the data reported the problem was not the state data system; the problem was with one of the postsecondary data systems. An initial meeting between the Office of Career and Technical Education executive director and appropriate staff of the Council on Postsecondary Education to find a solution to resolve the this postsecondary data issue. The Office of Career and Technical Education staff is also reevaluating the state data system. The main issues were the secondary postsecondary split and ways to assure schools increased academic integration. Other issues were inconsistencies in content, disagreement with the wording, and more specificity needed. These issues were addressed within the limits of the law. [Section122(b)(2)]

5. The draft state plan has the proposed uses of funds. Staff from other agencies received a draft of the plan at the time they were asked to review and provide input. Some of those individuals shared the plan with colleagues in their respective agencies. Individuals from state agencies reviewed the draft plan and made suggestions for additions and changes to the initial draft. Those changes to content were made and the draft plan was posted on the Kentucky Tech web page. Copies of the plan were sent to the advisory committee as well as personnel in the state agencies. Individuals in the state agencies were asked to send the draft to appropriate individuals. A state agency may file its objection with the Executive Director. A response to every objection will be made and included in the plan to the Secretary. [Section 122(e)(3)]

B. PROCEDURAL SUGGESTIONS AND PLANNING REMINDERS

The names of the newspapers, dates the advertisements were published, and written comments made by participants during the hearings are on file. Responses to the written comments or suggestions/recommendations will also be kept on file. Names of individuals who signed in during the public hearing are on file as well as the number attending but did not speak.

Minutes were taken during the State Plan Advisory Committee meeting to record their input. Written Input from individuals from other agencies and institutions are available as well as notes from the meeting when staff members reviewed the draft of the state plan.

Postsecondary institutions may choose to work with the one-stops and to provide in-kind support.

The draft of the complete state plan was available for review by going to the web site of the Office of Career and Technical Education.

II. PROGRAM ADMINISTRATION

A. Statutory Requirement

1. Kentucky is submitting a five-year state plan for FY 09--FY 13. [Sec.122(a)(1)]

2. The career and technical education activities to be assisted with Perkins funds are designed to meet or exceed the state adjusted levels of performance and are described below.

   a. Kentucky has completed identifying the sequence of courses and possible exit points that end with a certificate, an industry certification, diploma, or an associate degree for six programs of study (career pathways). Those programs of study are, manufacturing, health sciences, education, construction, information technology, and STEM (science , technology, engineering and mathematics. The second group of programs of study being developed for FY 08 are agriculture, business and marketing, communication, human services, and transportation. The remaining programs of study will be developed as the second group is completed.

   A committee defined the program of studies (career pathways), designed a template for aligning curriculum, and developed six model programs of study (career pathways) and templates for eligible recipient use. The committee definition of a career pathway is: "Career Pathways are systemic frameworks for transforming our education institutions by proactively addressing the needs of students and employers across the learning continuum. A program of study for each career pathway incorporates secondary and postsecondary education elements that include coherent and rigorous content aligned with challenging academic standards and relevant technical content. The content is coordinated in a non-duplicative progression of courses that align secondary education with postsecondary education to prepare students to succeed in postsecondary education. This coordination provides the opportunity for secondary students to participate in dual or concurrent credit at the postsecondary level. The programs of study provide the students with the opportunity to earn postsecondary degrees and /or industry recognized certifications and/or licensures.

   Career pathways are developed, implemented and improved in partnership among secondary and postsecondary institutions, business and industry, and employers. They are available to all students, including adult learners and are designed to lead to rewarding careers." Work teams consisting of secondary teachers, agency staff, community and technical college faculty, university faculty, and business and industry representatives use a curriculum template to align curriculum in career clusters being developed and implemented.

i. A joint curriculum committee, consisting of both secondary and postsecondary teachers from the specific program and business and industry representatives from that employment sector will develop, review, revise and/or align course content on a regular basis.

ii. Programs will consist of non-duplicative course sequences that include coherent and rigorous academic and technical content needed for the occupation. The integration of academic content into technical instruction will occur as joint instructional activities are developed between academic and technical instructors at both the secondary and postsecondary levels. Workshops will be provided to assist academic and technical teachers in jointly developing instructional materials and implementing instructional strategies that challenge students to apply academic content in a technical setting.

iii. Articulation, dual credit, and dual enrollment agreements are in place for the majority of secondary and postsecondary institutions across the state. Dual credit agreements allow secondary students to earn career and technical education college credit while enrolled in the secondary portion of a program. Articulation agreements allow students entering a state postsecondary institution to receive college credit for career and technical education courses in a program of study taken at the secondary level. Students who complete the two year postsecondary program of study at a state community and technical college will be able to continue the program of study at the baccalaureate degree level, when appropriate, through articulation agreements between the community and technical college system and the four year degree institutions.

For the programs of study not having a statewide articulation agreement, representatives from the secondary and postsecondary institutions will be encouraged to develop local articulation or dual enrollment agreements for career and technical education courses. Representatives from schools already having agreements in place will be encouraged to meet annually to discuss the agreement and identify any problems students may be having in receiving and applying the credit toward degree requirements. This would include agreements from a secondary institution to a postsecondary institution or a two-year institution to a four-year institution.

iv. Relevant technical content with appropriate applied academics for each of the programs of study are developed in conjunction with and validated by appropriate business and industry representatives. If national or state industry certifications are available, secondary and postsecondary programs and the teachers will be encouraged to obtain certification by the industry. In cases where industry certification is not available, the appropriate industry will validate the technical program content which

includes appropriate applied academics and student standards of achievement. Upon successful completion of the program of study, students will be eligible to receive an industry-recognized credential or certificate, or an associate or baccalaureate degree at the post-secondary level.

b. The career and technical education programs of study are being developed by secondary and postsecondary curriculum specialists, teachers, administrators, counselors, business and industry representatives, parents, and students. Once the five programs of study are developed and the implementation process begins, the remaining programs of study will be developed and implemented using a similar schedule.

The sequence of courses for these pathways will be reviewed annually to assure the content and student standards meet the requirements of the appropriate business and industry. Changes will be made where appropriate. Each eligible recipient was required to implement at least one program of study during the transition year (07-08). Eligible recipients reviewed the approved programs of study, and selected one or more to be implemented. If the eligible recipients choose to implement a program of study that is not approved by the eligible agency, they must request, in writing with a justification, to implement a program of study that is yet to be developed. The eligible recipients must utilize the guidelines developed at the state level to develop and implement the programs of study. The eligible agency must approve all programs of study before they may be implemented at the local level. By the end of the five year state plan, all programs of study will be implemented.

Professional development specific to implementing programs of study will be held and program/curriculum consultants will provide technical assistance throughout the implementation process of each program of study.

c. The eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary educational institutions by providing professional development for implementing the agreements and giving technical assistance during the process of implementation. The professional development activities will include legal requirements including the proper format and language to use in drafting an agreement, responsibilities of each party in educating students about the benefits of the agreement and the obligation to grant credit earned as a result of dual enrollment or articulation. Each school in the articulation agreement will share appropriate information and data to validate that students are receiving or have received credit when the secondary students enrolled in the postsecondary portion of the curriculum. Each institution will notify the Office of Career and Technical Education of the approved programs of study that are being implemented and articulated. Articulation agreements

among community and technical colleges and universities will enable career and technical education students to continue their education to earn a baccalaureate degree. Some articulation agreements between the community and technical college system and universities have been completed. The articulation agreements will be reviewed annually.

d. Secondary career and technical education programs of study offered at each institution will be made available on the eligible recipient's web page. This includes community and technical colleges that serve secondary students. Approved programs of study for the state will be posted on the Kentucky Department of Education's web page, the Office of Career and Technical Education's web page, the Kentucky Community and Technical College System's web page, and each university's web page. University notification of the approved programs of study is limited to universities with associate degree career and technical education programs. In addition, the local secondary eligible recipient may distribute information to seventh and eighth grade students and parents through informational flyers. When eligible secondary and postsecondary recipients publish their yearly nondiscrimination statement, they must include a list of available programs of study.

e. Technical education programs will be developed, improved, and expanded to allow all career and technical education student's access to appropriate technology. Curriculum specialists, teachers, administrators, counselors, and business and industry representatives will identify the appropriate technology to be used in the instructional process for each program of study. The technology will include increased access for rural school districts to high speed internet access, state of the art computer equipment and software in every classroom, technology related instructional aides such as Blackboard Course Management System, School Pad, and e-learning opportunities to allow students access to career technical programs that might not otherwise be available to students. Kentucky's secondary and postsecondary education agencies are involved in the assessment of current and planned internet applications for the Kentucky Education Network (KEN). The goal is to develop a seamless education-centric network, break down the physical and political barriers between secondary and postsecondary education, and share learning content and resources throughout the P-21 community in support of equitable life long learning for all Kentuckians. Each eligible Perkins recipient will be encouraged to utilize a portion of their allocated funds to assure students are utilizing technology that meet the needs of business and industry.

f. The criteria used to approve eligible recipients' plans for funds under the Act are identified below. Criteria to assess the extent to which the local plan promotes continuous improvement in academic achievement, technical skill

attainment, and identifies and addresses current or emerging occupational opportunities are included.

i. Evidence of continuous improvement in academic achievement may include
(1) identification of related core academics that are embedded in the career and technical education curricula offered at each institution;
(2) evidence of collaboration between appropriate academic teachers and career and technical education teachers;
(3) evidence of increasing students' academic achievement;
(4) challenging standards for academic achievement; and
(5) evidence of instructional strategies and instructional learning activities that are designed to meet the learning modalities of students enrolled in the program.

ii. Evidence of continuous improvement in students' technical skill attainment may include the following:
(1) programs of study available at the school;
(2) business and industry input into course and skill attainment relevancy;
(3) student technical skill competency improvement that includes appropriate applied academics;
(4) students' knowledge of career opportunities options; and
(5) technical assessment results.

iii. Eligible recipients will provide programs to students that are current with business and industry or that are emerging occupations.
Eligible recipients must provide evidence in the local application that the programs offered for students are in current or emerging occupational opportunities. Evidence submitted in the local application may include the following:
(1) names of each program advisory committee member and the company or agency represented;
(2) program advisory committee recommendations related to current and emerging occupations;
(3) records of two meetings in the school year;
(4) implementation of committee recommendations related to current and emerging occupations.

Members of the local advisory committees should be individuals from local economic development agencies, chambers of commerce, and leading businesses and industries.

Six members from business and industry agreed to serve as an advisory committee for the state plan development and reviewing state wide programs to assure the program offerings are consistent with current or emerging occupations. Emerging occupations will be identified by subscribing to business magazines, staying abreast of employment data on

state and national websites, working with the Kentucky Data Center, and maintaining relationships with educational leaders from surrounding states to stay informed with initiatives in their prospective states.

g. Programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. All students will be expected to complete programs of study and graduate from high school. Career and technical education students are held to the same high standards of graduation as all other students. Students will be provided career guidance through a web-based Individual Learning Plan (ILP) to assure they have selected the career and technical education program in which they are the most interested and most likely to be successful.

Curriculum will be designed so that academic content is integrated into the technical content of each program of study. Teaching strategies will include linkages of career and technical education content and performance standards to the content required in their high school math, science, or communication classes. Instructional strategies will be modified based upon student needs to assure that all students understand the content being taught. Formative evaluations will be developed and administered to assure students are mastering the content being taught.

Professional development opportunities will be provided to instructors to assure they can identify different student learning styles and modify their teaching strategies to meet the needs of their students. Strategies will be developed and implemented to attract and retain students enrolled in career technical educational programs that lead to employment in occupations that employ less than 25 percent of one gender. State of the art equipment in all programs will assure that students receive lab opportunities to apply the knowledge they are learning in the classroom. Effort will be made to assure students with special needs receive assistance in the form of tutors, note takers, translators, modified equipment and other related instructional materials.

h. Kentucky career and technical education programs will prepare students, including special populations, who choose to enroll in career and technical education with academic and technical knowledge and skills. This knowledge and skill will enable the students to continue their education in postsecondary education. Students will be prepared to enter into high-skill, high-wage, or high-demand occupations in current and emerging fields.

Business and industry leaders will continue to play a vital role in advising the state and local educational agencies about the academic and occupational skills, higher-order reasoning and problem-solving skills, and employability skills needed in each current and emerging occupation. A state advisory

committee as well as active local advisory committees will provide the guidance needed to keep programs current and in a position to meet the changing needs of business and industry.

Working relationships between secondary and postsecondary instructors will be strengthened as joint projects are utilized to develop curriculum and course materials that integrate academic and technical content. Applying technical content to solve academic problems will provide students with the opportunity to see how required academics can be used in everyday settings. Student performance standards will be established for both academic and technical content. Students will demonstrate their knowledge and skill in both applied classroom applications and formal course assessments.

Career and technical education students will be made aware of the programs that prepare them for high-skill, high-wage, or high-demand occupations and continuing education in a postsecondary institution through the following sources: career counselors at the high school and post secondary level, career and technical education instructors and administrators, career fairs, CTE open houses for students and parents, guest speakers from business and industry, mentors, job shadowing opportunities, various statewide websites relating to careers, America's Career Resource Network informational materials, and through local industry advisory councils.

These materials will be made available to students enrolled in the designated programs and to other students in the school who need to make a career choice. Teachers with input from respective advisory committees and program consultants will develop information and instructional content and strategies about the career opportunities in the occupational program as well as other occupations in the career cluster to enable the students to have a comprehensive knowledge of all aspects of the industry they are studying. This information will be developed as the programs of study are developed and implemented. The career guidance information will be available on the ILP and other state web sites. Each individual school will also physically post this information at the school and or on web sites. The web site posting will be available to students and others in the community.

i. Funds will be used to improve or develop new career and technical education courses.

i. Funds will be used to improve or develop new career and technical education courses in programs at both the secondary and postsecondary levels. These improvements to the courses in a program or new course development in a program will be aligned with rigorous and challenging academic content and standards. Secondary student academic achievement standards integrated into the technical content of course improvements and/or new course development will meet the requirements

of Section 1111(b)(1) of the 1965 ESEA, as amended. Over the five year period of the State Plan, all courses in the secondary career and technical education programs will be evaluated to assure the academic content and student academic standards of achievement that are inherent in performing the technical competencies and skills required for each occupation. Business and industry representatives will provide input to assure the rigor and relevance of the curriculum. Postsecondary institutions will be consulted or requested to assist in the development of the curriculum to assure a seamless transition into postsecondary education by students completing the secondary curriculum. Course academic standards will be reviewed on an ongoing basis. Integration activities will be developed with career and technical instructors in partnership with academic instructors. Professional development opportunities will be provided to assist instructors to use appropriate instructional methodologies for integrating academics. As new technologies are implemented in the workplace, new courses will be developed and implemented with Perkins funds. These new courses will include academic content with established students' standards that must be met.

The postsecondary institutions that serve secondary students will also comply with the above process and assure the content and student standards meet the requirements of Section 1111(b)(1).

ii. Funds will also be used at the postsecondary level to improve or develop new career and technical education courses in specific programs to reflect the changes that have occurred in business and industry that require updated academic and technical knowledge and skills or new academic and technical knowledge and skills. The improvements and/or course developments will be based on a review of the programs of study, teaching content and standards of achievement for students, business and industry review of program content and student outcomes, and employer follow-up that identifies programs that prepared students for employment and programs that need revisions.

In order to assure successful transition to postsecondary education or the workforce, the secondary and postsecondary curriculum must consist of progressive, non-duplicative course sequences. This will help to ensure that secondary students will be prepared for successful transition into postsecondary education or work. Secondary and postsecondary teachers must collaborate during the school term to affirm the instruction is relevant, integration is occurring, and career guidance is being provided.

iii. Perkins funds will be used to improve or develop new career and technical education courses for specific programs that lead to employment that is in high skill, high wage, or high demand occupations or professions. Employment projection data and business and industry advisory

committee input will guide program development and revisions. This will assure Kentucky career and technical education is producing qualified employees for the high skill, high wage, or high demand occupations needed in business and industry.

Curriculum development for secondary and postsecondary career and technical education programs will focus on the occupations that are high demand, high skill, or high wage

j. The eligible agency will facilitate and coordinate communications on best practices among successful recipients of technical program grants under Title II and Title I eligible recipients to improve program quality and student achievement. Based upon observations of Tech Prep best practices at the secondary and post-secondary level, the state Tech Prep director will identify specific schools with tech prep programs, model tech prep programs in those schools, and representatives from those successful secondary and postsecondary career and technical education Tech Prep programs to form an advisory committee. The advisory committee will develop criteria for best practices found to have improved program quality and student achievement. Programs in schools that have been successful will be identified and publicized as model programs for other eligible recipients to implement the successful practices.

The criteria to identify best practices will be distributed to all schools with career and technical education programs and posted on eligible agency website. School leadership will be encouraged to use the information to review their local programs and select strategies to implement program improvement. Technical assistance will be provided by the state Tech Prep office and by teachers identified as a teacher of best practices. A mentoring program for new Tech Prep participants will be provided. Best practices will be shared at state wide career and technical education meetings. Outstanding programs and teachers will be recognized.

k. Funds will be used to effectively link academic and career and technical education at the secondary and postsecondary levels in a manner that increases student academic and career and technical achievement. Each school will implement at least one program of study during each year of the Perkins reauthorization. The program of study must include the following elements: coherent and rigorous technical content aligned with challenging academic standards; a coordinated, non-duplicative progression of courses aligning secondary with postsecondary education; courses that adequately prepare students to succeed in postsecondary education; lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree; and lead to a high skill, high wage, or high demand occupation or profession. The program of study must incorporate secondary and postsecondary education elements, and may

include the opportunity for secondary education students to participate in dual or concurrent enrollment programs, articulation agreements or other ways to acquire postsecondary education credits. The provision of dual or concurrent enrollment, formal articulation agreements, or other ways to acquire postsecondary education credits for secondary students is strongly encouraged.

Funds will be used to jointly revise or develop curriculum. The revision or development process will include secondary and postsecondary career and technical education teachers, related academic teachers, and representatives from business and industry. All content and student standards must be approved by appropriate business and industry representatives. The curriculum must incorporate academic skills into the technical content, and follow a seamless non-duplicative progression of courses allowing students to smoothly transition into postsecondary education, the military or the workforce. During the development of the curriculum content, a relationship will be built with the academic teachers. Applied academics instructional practices may be utilized within the academic classes which are a part of the career technical education sequence of courses.

Technical assessments will be phased in as programs of study are developed and implemented. Formative evaluation results will be used to assess whether or not the students have mastered the materials covered in a specified period of time. The evaluations will also assist in determining whether alternative instructional strategies should be implemented to enable students to meet or exceed the established standards in the programs of study. Effective teaching strategies will be suggested for implementing the new or revised course content for student achievement to increase. Various teaching strategies tailored to learning styles will enable more students to be successful and will address the learning needs of students from special populations. Both secondary and postsecondary schools that partner in the programs of study will use their allocated funds to pay expenses related to development or revision of curriculum and assessments.

I. *The integration and alignment of coherent and rigorous technical content with challenging academic content and standards will be reported by identifying the number of programs of study with curricula that identifies task lists that integrates academics into the technical content. As curricula are revised or developed, task lists that integrate and align academics into technical content will be included in the updating process. Professional development for technical teachers and academic teachers will be held to develop instructional materials and strategies related to the task lists to more effectively integrate academics into technical content for use in the classrooms. Curricula/program consultants will monitor the implementation of the integration of academics into technical education and changes in students' achievement. The integration process is based upon the academics that are*

embedded in technical education content and relevance to students. [Sec. 122c(1)(A-L)]

3. Comprehensive professional development is provided for career and technical education teachers, faculty, administrators, and career guidance and academic counselors.

   (a) The integration of coherent and rigorous academic content standards into career and technical education curricula is and has been an integral component of developing and/or revising career and technical education curricula. Applied academics have always been a component of career and technical education. Curricula is developed and/or revised with input from appropriate business and industry representatives, secondary and postsecondary career and technical education teachers, program consultants, and individuals from instructional effectiveness. Academic teachers (math, science, and English) will be invited and encouraged to be team members. Initial activities to include academic teacher input and participation in developing lesson plans and instructional activities were begun in FY 07 with math teachers, health science teachers, and auto technology teachers. Career and technical education teachers taught the lessons. Both the math and technical teachers used the team developed instructional activities in their individual classrooms. The teachers involved in this activity reported that the career and technical education students' work improved. In addition, math and construction teachers teamed together to teach geometry needed in construction. A mini project called relevant instruction also was conducted to allow career and technical education teachers to work with an English, math, or science teacher. The purpose was to make the instruction more relevant to the student—to help the students understand the relationship between their academic classes and their career and technical education classes in their chosen career field. Kentucky will continue to provide professional development activities for teachers, faculty, administrators, and counselors that focus on improved and more relevant integration of academics with career and technical education. This includes making secondary and postsecondary academic teachers and career and technical education teachers aware of the embedded applied academics inherent in career and technical education.

   The development of curriculum will be a joint effort between secondary and postsecondary career and technical education. Teachers involved in the development of curriculum will be participating in professional development activities. Workshops will be held to enable teachers to implement the new or revised curriculum. During the workshops, the integration of academics will be taught as an integral part of the professional development.

   (b) Efforts to increase the percentage of teachers that meet teacher certification or licensing requirements include the following activities. The Office of Career and Technical Education will facilitate meetings with representatives from the Kentucky Department of Education, the Community and Technical College System, and the

universities. The purpose of these meetings is to identify the areas of critical need for both secondary and postsecondary teachers to meet certification and/or licensing requirements. Based on the outcomes of these meetings, strategies to assist teachers to meet the certification or licensing requirements will be implemented. Activities to assist teachers coming from business and industry are on-going. These activities include the New Teacher Institute. New teachers from business and industry participate in a five day instructional workshop to enable them to develop lesson plans, identify instructional activities for students, and at the end to teach a lesson to their colleagues. Teacher educators participate in the instructional process and provide follow-up with the teachers during their first year in the classroom. A two-day follow-up occurs later in the year to answer any questions the new teachers may have. The new teachers receive college credit for the New Teacher Institute that counts toward their certification requirements.

The Education Professional Standards Board requires all new teachers to serve as an intern. During the internship, the new teachers document how well they are meeting the professional standards. Interns must be computer literate to document how well they meet the professional standards. Many of the teachers coming from business and industry are not computer literate. To assist these new teachers, computer literacy classes will be taught to enable them to document their accomplishments.

New teachers with four-year degrees who are teaching in their first, second, or third year have an opportunity to attend a new teacher academy. This new teacher academy was initiated because new teachers identified instructional areas and student populations they felt unprepared to teach. Workshops for this group of teachers will include sessions on lesson planning, time management, extra duties outside the classroom, management, teaching to educational needs of students and enabling students from special populations to be successful, and time to evaluate the instructional process and the success of the students. These workshops will meet the needs of new teachers and encourage them to stay in the teaching field.

Many teachers especially in the health field are required to have a state license. These teachers must go through a re-licensure process. Many other teachers have national and state business and industry certifications and many programs also are certified by a national and/or state industry certification. Teachers are encouraged to keep their certification and their program certification current. Many of the professional development activities include the training needed to keep the teachers current with what is happening in the industry.

(c) Career and technical education professional development for teachers is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers. All career and technical education teachers are required to stay current with the knowledge and skills (technical and academic) needed for employment in their career area. The state system of area technology centers require all teachers to be certified by the appropriate national or state industry certification body, if available.

Technical update training is provided for teachers each year and teachers may use local funds for continuation of the technical updates or other pertinent professional development. Each program is required to have an advisory committee composed of business and industry representatives from the appropriate occupational area. The purpose is to keep the teacher and program current with the requirements and needs of business and industry.

Teachers who serve on curriculum revision or curriculum development committees learn as they contribute to the new knowledge and skills that are to be added to the program. Once the revised or new curriculum is approved, teachers from that program participate in professional development activities to learn the new content, applications, and methods for teaching the new content.

(d) Applied learning that contributes to the academic and technical knowledge of students enrolled in career and technical education is the heart of career and technical education. Applied learning that enables students to demonstrate their knowledge and skills begins with the curriculum, lesson plans, and relevant instructional activities that keep students involved in active learning. The academics embedded in all career and technical education provides opportunities for career and technical education teachers and academic teachers to collaborate. This collaboration includes identifying the embedded academics in the career and technical education curriculum that is also taught by academic teachers in general education courses. Once the identification process is completed, the teachers will be encouraged to develop and implement lesson plans and learning activities that may be used in both career and technical education classes and the academic classes. Career and technical education students who are enrolled in the academic class will see the relationship between the two classes. This collaboration between career and technical education teachers and academic teachers has begun at the secondary level and at least one postsecondary program. Both secondary and postsecondary career and technical education teachers and administrators will be encouraged to develop this collaborative effort.

(e) Professional development activities provide teachers with the knowledge and skills to work with and improve instruction for special populations. The career and technical education teacher education programs at the universities include a segment on working with and improving instruction for special populations. The

New Teachers Institute also include an introduction to working with special populations in the initial five-day programs for teachers coming directly from business and industry. This institute is to prepare teachers from business and industry for their first experience in the classroom. New Teacher Academy is held for teachers who have been in the classroom from one to three years. These teachers specifically asked for and received additional assistance for enabling students from special populations to be as successful as all other students. This Academy continues to serve new teachers. The summer conference has a variety of sessions on meeting the needs of students who come from special populations. In addition, workshops are held for teachers who have students from special populations in their programs. These workshops included strategies for working with students with disabilities.

An example of providing for the educational needs of students from special populations includes developing lesson plans and/or syllabus with a space in the format for the teacher to make notes about any adaptations/accommodations needed to be made for a student with a special need. When teachers are trained to use the lesson plans or syllabi, suggestions about what to include in the space are made. Individual technical assistance is available to any career and technical education teacher. All teachers are expected to provide instructional strategies to meet the educational needs of all students enrolled in career and technical education. This includes making modifications and/or accommodations to appropriate to the needs of students from special populations. Professional development activities always include strategies for working with students from special populations to enable them to be successful.

(f) Promotes the integration of professional development activities under the Elementary and Secondary Education Act of 1965 as amended and the Higher Education Act of 1965, as amended. Eligible recipients are encouraged to participate in appropriate professional development activities. These activities are authorized by the Elementary and Secondary Education Act of 1965, as amended, and the Higher Education Act of 1965, as amended. These include activities such as improving academic attainment, more effective instruction, working with special populations, using learning modalities of students to improve instruction, and using technology as a teaching tool. [Sec. 122(c)(2)(A)-(G)]

4. The Eligible Agency and eligible recipients will make efforts to improve—

(a) Recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors. This will include individuals in groups underrepresented in the career and technical education teaching profession. Other recruiting activities include participating in college career fairs to speak to students looking for employment upon graduation and speaking to students who are preparing to teach career and technical education.

Efforts to improve the retention of career and technical education teachers include providing one-on-one technical assistance as well professional development activities that address teacher issues. The agencies and/or local institutions will be encouraged to follow local policies and procedures related to new teacher orientation and identification of a mentor. An example of addressing teacher issues is the New Teacher Academy.

(b) Career and technical education teachers who come directly to the classroom from business and industry, large and small businesses, are assisted with the transition to the classroom. A New Teachers Institute for new teachers directly from business and industry is held at least twice a year. When possible, the institute is held prior to the teachers going into the classroom. Teachers learn to do lesson plans and demonstrate to their colleagues how to teach. The primary purpose of this initial institute is how to teach in an educational setting. Program specialists visit the new teachers early in the year to assist using the curriculum and preparing lesson plans, classroom management etc. Teacher educators also visit these new teachers to assist with classroom issues and help them complete the steps necessary to get the required certification. An introduction to computers will be provided for new teachers from business and industry to facilitate complying with the requirements of the Education Professional Standards Board. It will also help the teachers to create learning/instructional activities for students, do recordkeeping, and develop assessments. [Sec.122(c)(2)(A)-(G)]

5. The eligible agency and the eligible recipients will make efforts to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. The programs of study and articulation agreements will be the methods of improving the process to facilitate the transition from sub-baccalaureate programs to baccalaureate degree programs. All institutions will agree to use the same name for the program of study, agree to the career pathways within each program of study, and identify the sequence of courses with content that builds upon the previous course. The exit points (from secondary up to a baccalaureate degree) will be identified so students who choose to pursue baccalaureate degrees and above may continue their education. These exit points would also include industry certifications and promote life long learning for all students. The next step involves the appropriate teachers (secondary and postsecondary) working as a team to develop the curriculum, instructional materials, standards and levels of achievement for students. When the content for each exit point is identified, secondary and postsecondary teachers work together to assure the secondary/postsecondary program content is progressive and relevant. Secondary and postsecondary teachers working as a team enable the students who choose to continue from secondary programs through the baccalaureate programs have a smooth transition and receive credit for the work completed. [Sec 122(c)(4)]

6. Parent, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations will be involved in the planning, development, and evaluation of career and technical education programs in Kentucky. An advisory committee with representatives from these groups of individuals participated in the development of the Kentucky Transition State Plan for FY 08 and the Five-Year State Plan. All career and technical education programs have advisory committees with members from business and industry. Teachers and school administrators attend these meetings as well. Usually an advisory committee member is a parent. Kentucky has a statewide advisory committee with membership from business and industry to provide advice on the programs offered, programs that should be offered, and assist in defining quality programs. Teachers are involved in curriculum development and revision, identifying improvements that are needed for programs, [Section 122(c)(5)]

7. The Eligible Agency and the eligible recipients will make efforts to:

(a) Strengthen academic and technical skills of students participating in career and technical education by strengthening the academic and career and technical components of the program through integration of academics with career and technical education to ensure learning in:

(i) Core academic content (section 9101 of the Elementary and Secondary Education Act of 1965, as amended) is integrated into each career and technical education secondary program curriculum. The application of academics within a technical hands-on experience enables students to see the relevance of academics to areas of their interests. The state system of area technology centers and the Kentucky Community and Technical College System use the same beginning courses in the curriculum in programs offered in both systems.

The Kentucky Department of Education, Division of Career and Technical Education, posts the Program of Study for each program area, i.e. Agriculture. The Kentucky Department of Education Program of Study lists the sequence of courses and identifies exit points. The Kentucky Department of Education Program of Study is posted on the Kentucky Department of Education web page.

Academics are embedded in all career and technical education program curricula and in the application of technical knowledge and skills the students perform. The integration projects—Math and Career and Technical Education, Relevant Instruction, and interdisciplinary courses like carpentry in algebra—will continue to be the models to encourage career and technical education teachers to collaborate with academic teachers. These collaborations resulted in the development of lesson plans and instructional activities that are based on the academics embedded in the career and technical education

curriculum.

The career and technical education teacher uses a syllabus or lesson plans and instructional activities in class. The academic teacher is encouraged to use the same lesson plans and instructional activities in the academic class. This collaboration resulted in both teachers seeing the connection between CTE and pertinent academics and the students realizing that the academic requirements have relevance to them. Integration of academics with career and technical education activities will be a component of the professional development for teachers and teacher educators. Program/curriculum specialists will also work with teachers to improve the level of identifying the embedded academics that are inherent in career and technical education content.

ii. Students participating in career and technical education subjects (programs) improve their academic and technical skills through a sequence of courses that build upon the knowledge and skills learned in the previous courses. The knowledge and skills in the sequence of courses require applied academics to achieve technical competencies needed to meet industry requirements and to continue education—life long learning.

The academic and career and technical components of career and technical education programs are strengthened through the integration of academics with career and technical education by (1) revising the curriculum to meet industry requirements, (2) adding a new course to a program, (3) revising a course, (4) professional development for teachers to be more effective in teaching the applied academics required in the technical content and making students aware that they are using academics from their general education courses, (5) professional development for teachers to learn and incorporate the changes in the curriculum, and (6) business and industry input into curriculum development/revision and validation of curriculum standards and levels of achievement.

(b) Students enrolled in career and technical education are provided a strong experience in, and understanding of, all aspects of an industry in a variety of activities. The activities include field trips to specific businesses and/or industries, career fairs in specific business/industry such as construction, business and industry representatives speaking to students in the classroom about the knowledge and skills employees must have, student participation in work based learning activities such as supervised cooperative education placement (on-the-job work experience related to students' educational objective), laboratory and clinical experiences for students in different areas of the occupation, using simulators/virtual tours in lab classes, and student participation in student organizations' activities. Other classroom activities include instructional videos, interactive software, and occupational information web sites such as the Occupational Outlook Handbook at http://www.bls.gov/oco/, Career Voyages at http://www.careervoyages.gov/, and the Kentucky Office of Employment and Training at http://www.workforcekentucky.ky.gov/.

(c) Secondary and postsecondary students participating in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. Both secondary and postsecondary institutions that offer career and technical education programs have required academics students must take and pass to receive either a high school diploma or a postsecondary education associate degree, diploma, or certificate. All students must take the required academic classes and pass those courses. The academic core content standards are the same for all secondary students. Academic requirements are established by the Kentucky Department of Education and Council on Postsecondary Education. Career and technical education teachers are responsible for the applied academics that are embedded in the career and technical education curriculum/program of study. The applied academics are taught within the context of the task or competency (skills) to be completed to reach a specific outcome that is relevant to the students' interests. The applied academics embedded in the career and technical education program content and the application of using English, math and science to reach a technical competency in the program of choice enable students to see why academic courses are necessary and contributes to career and technical education students being taught the same challenging academic proficiencies. When students begin to see the link between their academic classes and their career and technical education classes, their academic attainment improves.

The success of the Math and Career and Technical Education, interdisciplinary courses (carpentry and algebra) and Relevant Instruction projects demonstrated that the collaboration of career and technical education teachers and academic teachers to develop specific activities benefited students' academic achievement. These models will be used to encourage all career and technical education teachers to develop instructional activities with their academic colleagues to improve students' academic achievement.

To continue the focus on the integration of academics with career and technical education content and to meet the requirements in Section 134 and Section 135, eligible recipients will be required to describe how funds will be used to improve and increase the integrating academics into career and technical education by identifying specific activities occurring in the school. This may include Tech Prep initiatives, integrated activities projects with academic instructors modeled after the Math in CTE project, or other initiatives that specifically address academic and technical integration over and above the current curriculum. Each lesson plan/syllabus should include instructional activities that integrate academics by requiring students to recognize and use academics to complete a technical task and/or competency. The description should also indicate how technical and academic teachers increase a students academic and technical knowledge and skills. All CTE teachers should be focused on effectively integrating academics with career and technical education through improved instructional strategies. Additionally, KCTCS, CPE, KDE and

OCTE will work more closely to align curriculum, jointly develop curriculum, create, develop and support authentic integration processes and to improve data reliability. [Section 122(c)(7)(A)-(C)

8. Local Technical Assistance. The eligible agency will provide technical assistance to local educational agencies, area career and technical education schools, and eligible institutions in Kentucky. The type of assistance needed by each school will determine the type of assistance provided and its method of delivery. Current methods of technical assistance will be reviewed and evaluated and changes made to impact their effectiveness and efficiency. Public meetings will be held to educate career and technical education teachers, counselors, and administrators about the requirements of the legislation. A Perkins website will be updated to include information about all aspects of the legislation including the performance indicators, data collection requirements, timelines for submission of data, best practices, and non-traditional enrollment and completion strategies for improvement. The eligible agency will monitor school progress on the accountability goals through the Technical Education Data System. Summary reports by school will be run monthly. Any school not meeting required deadlines for data entry or not meeting an accountability goal after data is entered will be contacted and assistance will be provided. An on site technical assistance visit will be scheduled if problems persist and data is not maintained or accountability goals are not met. Academic/curriculum specialists will be provided with Perkins data by program and asked to assist schools develop specific strategies for program improvement and monitor their progress. Personnel from the eligible recipient schools may call the eligible agency with any question they have regarding Perkins IV requirements. [Section 122(c)(15)]

9. Kentucky career and technical education offers 160 (FY 07) different programs in high schools, area technology centers, community and technical colleges (associate degree, diploma, or certificate), and universities with associate degree programs. Of the 160 different programs, the eligible recipients offer 2,810 career and technical education programs for secondary and postsecondary students. Many of these programs prepare students for the top 20 occupations with the most annual job openings and the twenty fastest growing occupations that require at least an associate degree or postsecondary training. Other programs fall under the categories of occupations generally requiring work in a related occupation or long-term on-the job-training, occupations requiring work experience in a related occupation or moderate-term on-the-job training, and work experience in a related occupation or short-term on-the-job training. The top twenty occupations with most job openings and the top twenty fastest growing occupations in Kentucky are listed on the following pages and the occupations that match the career and technical education program offerings are highlighted. [Section 122(c)(16)]

TWENTY KENTUCKY OCCUPATIONS—MOST JOB OPENINGS REQUIRING AN ASSOCIATE DEGREE OR POSTSECONDARY VOCATIONAL TRAINING

2005 Average Wage	Annual Job Openings 2004-2014	Occupational Title
$24.07	1,729	Registered Nurses
$9.78	889	Nursing Aides, Orderlies & Attendants
$15.83	404	Licensed Practical & Licensed Vocational Nurses
$14.77	367	Automotive Service Technicians & Mechanics
$10.52	254	Hairdressers, Hairstylists & Cosmetologists
$13.56	209	Preschool Teachers, Excl. Special Education
$16.74	205	Real Estate Sales Agents
$15.75	190	Bus & Truck Mechanics & Diesel Eng. Specialists
$17.82	184	Computer Support Specialists
$20.10	138	Radiologic Technologists & Technicians
$16.17	135	Paralegals and Legal Assistants
$17.83	123	Mobile Heavy Equipment Mechanics excluding Engines
$11.21	110	Emergency Medical Technicians & Paramedics
$13.19	97	Medical Records & Health Info. Technician
$15.14	94	Legal Secretaries
$11.80	94	Medical Secretaries
$19.64	85	Respiratory Therapists
$13.25	78	Medical Transcriptionists
$21.15	70	Electrical and Electronic Engineering Technicians
$23.02	67	Dental Hygienists

TWENTY FASTEST GROWING OCCUPATIONS GENERALLY REQUIRING AN ASSOCIATE' DEGREE OR POSTSECONDARY VOCATIONAL TRAINING

2005 Average Wage	Growth Rate 2004-2014	Occupational Title
$18.65	40.6%	Physical Therapist Assistants
$10.78	39.2%	Veterinary Technologists and Technicians
$23.02	36.5%	Dental Hygienists
$16.17	33.2%	Paralegals and Legal Assistants
$12.24	30.8%	Massage Therapists
$13.56	29.4%	Preschool Teachers, Excluding Special Education
$10.52	24.8%	Hairdressers, Hairstylists, & Cosmetologists
$24.07	24.0%	Registered Nurses
$21.03	23.3%	Industrial Engineering Technicians
$11.33	22.7%	Fitness Trainers and Aerobics Instructors
$23.74	22.7%	Healthcare Practitioners & Technical Workers, Other
$17.71	22.6%	Medical Equipment Repairers
$13.19	21.9%	Medical Records & Health Information Technicians
$19.64	21.7%	Respiratory Therapists
$15.57	21.0%	Surgical Technologists
$17.82	21.0%	Computer Support Specialists
$13.25	20.4%	Medical Transcriptionists
$9.78	20.2%	Nursing Aides, Orderlies & Attendants
$15.14	19.2%	Legal Secretaries
$20.10	18.8%	Radiologic Technologists & Technicians

TWENTY KENTUCKY OCCUPATIONS WITH MOST ANNUAL JOB OPENINGS GENERALLY REQUIRING WORK EXPERIENCE IN RELATED OCCUPATION OR LONG-TERM ON-THE-JOB TRAINING

2005 Average Wage	Number of Job Openings	Name of Occupation
$15.23	780	Managers of Retail Sales Workers
$11.65	588	Managers of Food Preparation & Serving Workers
$8.96	533	Cooks, Restaurant
$18.68	530	Managers of Office & Administration Support Workers
$16.22	487	Carpenters
$23.43	400	Managers of Construction Trades & Operating Workers
$22.70	367	Managers of Production & Operating Workers
$23.23	325	Managers of Mechanics, Installers and Repairers
$17.83	283	Food Service Managers
$16.66	260	Police and Sheriff's Patrol Officers
$14.75	258	Welders, Cutters, Solderers and Brazers
$35.20	253	Managers, All Other
$20.33	253	Electricians
$25.52	207	Managers of Non-Retail Sales Workers
$20.03	206	Plumbers, Pipefitters, and Steamfitters
$13.47	199	Fire Fighters
$19.69	170	Industrial Machinery Mechanics
$12.01	160	Managers of Housekeeping and Janitorial Workers
$16.23	155	Machinists
$21.61	148	Managers of Transportation, Material-Moving and Vehicle

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR LONG-TERM ON-THE-JOB TRAINING

2005 Average Wage	Growth Rate 2002-2014	Occupation Title
$13.47	30.5%	Fire Fighter
$11.86	29.1%	Photographers
$20.48	27.7%	Managers of Fire Fighting & Prevention Workers
$13.30	23.6%	Managers of Personal Service Workers
$15.70	23.6%	Managers of Landscaping, Lawn & Grounds Workers
$17.83	23.2%	Food Service Managers
$22.77	23.0%	Claims Adjusters, Examiners & Investigators
$8.96	22.3%	Cooks, Restaurant
$16.22	21.9%	Carpenters
$19.60	21.3%	Construction & Building Inspectors
$11.51	20.7%	Cabinetmakers and Bench Carpenters
$23.21	20.3%	Cost Estimators
$12.71	20.3%	Chefs and Head Cooks
$11.65	19.8%	Managers of Food Preparation & Serving Workers
n/a	19.7%	Coaches and Scouts
$25.35	19.7%	Managers of Police Detectives
$21.61	19.0%	Managers of Transportation, Material-Moving & Vehicle Operations
$16.66	19.0%	Police and Sheriff's Patrol Officers
$16.34	18.9%	Crane and Tower Operators
$15.21	18.5%	Water & Liquid Waste Treatment Plant & Systems Operators

TWENTY KENTUCKY OCCUPATIONS WITH THE MOST ANNUAL JOB OPENINGS GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR MODERATE-TERM ON-THE-JOB TRAINING

2005 Average Wage	Annual Job Openings	Occupational Title
$14.39	1,262	Team Assemblers
$15.89	1,125	Truck Drivers, Heavy & Tractor-Trailer
$12.84	971	Customer Service Representatives
$24.64	691	Sales Representatives, Wholesale & Manufacturing, excluding Tech and Sci
$15.46	642	Maintenance & Repair Workers, General
$15.40	602	Executive Secretaries & Administrative Assistants
$13.14	510	Bookkeeping, Accounting & Auditing Clerks
$16.49	500	Operating Engineers & Other Construction Equipment Operators
$11.34	453	Secretaries, excluding Legal, Medical & Executive
$9.16	351	Cooks, Institution & Cafeteria
$11.35	338	Medical Assistants
$12.70	244	Dental Assistants
$14.95	239	Inspector, Tester, Sorter, Sampler & Weigher
$12.60	238	Construction Laborers
$12.60	207	Billing and Posting Clerks & Machine Operators
$32.48	190	Sales Representatives, Wholesale & Manufacturing, Tech & Sci.
$12.64	183	Correctional Officers & Jailers
$10.82	182	Pharmacy Technicians
$11.26	181	Social and Human Service Assistants
$13.90	178	Painters, Construction & Maintenance

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR MODERATE-TERM ON-THE JOB TRAINING

2005 Average Wage	Growth Rate, 2004-2014	Occupational Title
$11.35	37.8%	Medical Assistants
$12.70	36.0%	Dental Assistants
$9.97	31.4%	Residential Advisors
$11.26	29.2%	Social and Human Service Assistants
$17.76	28.4%	Continuous Mining Machine Operators
$13.62	27.1%	Animal Trainers
$13.90	26.7%	Painters, Construction and Maintenance
$11.43	21.7%	Highway Maintenance Workers
$12.84	23.8%	Customer Service Representatives
$14.78	23.0%	Roofers
$14.20	21.7%	Paving, Surfacing & Tamping Equipment Operators
$16.49	21.3%	Operating Engineers & Other Construction Equipment Operators
$10.82	21.0%	Pharmacy Technicians
$16.45	20.9%	Pipelayers
$14.74	20.5%	Earth Drillers, Excluding Oil and Gas
$10.67	19.7%	Outdoor Power Equipment & Other Small Eng. Mech
$15.89	19.6%	Truck Drivers, Heavy and Tractor-Trailer
$15.93	19.5%	Extraction Workers, All Others
$19.46	19.1%	Drywall and Ceiling Tile Installers
$15.72	18.6%	Excavating & Leading Machine & Dragline Operators

TWENTY KENTUCKY OCCUPATIONS WITH THE MOST ANNUAL JOB OPENINGS GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR SHORT-TERM ON-THE-JOB TRAINING

2005 Average Wage	Annual Job Openings 2004-2014	Occupational Title
$10.01	3,128	Retail Salespersons
$7.64	2,611	Cashiers
$6.79	2,351	Combined Food Preparation & Service Workers
$6.59	2,049	Waiters and Waitresses
$10.90	1,535	Laborers—Freight, Stock & Materials Movers—Hand
$8.85	1,089	Janitors & Cleaners, Excluding Maids & Housekeeping
$10.77	924	Stock Clerks and Order Fillers
$7.65	854	Child Care Workers
$10.83	757	Office Clerks, General
$10.18	658	Receptionists & Information Clerks
$6.96	623	Cooks, Fast Food
$11.76	605	Teacher Assistants
$10.21	481	Landscaping & Groundskeeping Workers
$8.00	480	Maids & Housekeeping Cleaners
$8.46	467	Food Preparation Workers
$10.07	462	Tellers
$12.58	455	Truck Drivers, Light or Delivery
$13.92	455	Industrial Truck and Tractor Operators
$11.32	373	Helpers—Production Workers
$9.94	371	Farmworkers & Laborers, Crop, Nursey

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR SHORT-TERM ON-THE-JOB TRAINING

2005 Average Wage	Growth Rate 2004-2014	Occupational Title
$10.58	32.9%	Physical Therapist Aides
$7.97	31.8%	Personal and Home Care Aides
$8.93	31.2%	Taxi Drivers and Chauffeurs
$9.50	29.3%	Home Health Aides
$7.66	28.0%	Funeral Attendants
$9.09	25.4%	Veterinary Assistant & Laboratory Animal Caretakers
$11.37	25.0%	Interviewers, Excluding Eligibility and Loan
$7.65	24.2%	Child Care Workers
$7.42	23.5%	Hosts and Hostesses, Restaurant & Lounge
$9.08	23.2%	Nonfarm Animal Caretakers
$12.85	22.5%	Bill and Account Collectors
$6.59	22.4%	Waiters and Waitresses
$12.58	21.9%	Truck Drivers, Light or Delivery Services
$7.50	21.0%	Dishwashers
$7.39	19.9%	Counter Attendants, Cafeteria & Food Concession
$10.21	19.5%	Landscaping & Groundskeeping Workers
$8.85	19.4%	Janitors & Cleaners, Excluding Maids & Housekeeping
$7.11	19.2%	Dining Room, Cafeteria Attendants & Bartender Help
$11.76	18.9%	Teacher Assistants
$6.96	18.4%	Cooks, Fast Food

TWENTY KENTUCKY OCCUPATIONS LOSING THE LARGEST NUMBER OF JOBS BETWEEN 2004 AND 2014

2005 Average Wage	Job Decline	Occupational Title
$9.31	-4,192	Sewing Machine Operators
n/a	-3,715	Farmers and Ranchers
$10.77	-2,812	Stock Clerks and Order Fillers
$9.94	-1,382	Farmworkers & Laborers, Crop, Nursery
$11.34	1,108	Secretaries, Excluding Legal, Medical, & Executive
$10.06	-1,026	File Clerks
$12.60	-834	Cut, Punch & Press Mach Setter, Op. & Tender
$12.13	-672	Order Clerks
$11.30	-552	Machine Feeders and Offbearers
$15.01	-457	Information and Record Clerks, All Other
$12.76	-441	Meter Readers, Utilities
$15.25	-379	Extruding & Drawing Mach. Setter, Op. & Tender
$16.30	-378	Computer Operators
$13.15	-371	Telephone Operators
$13.92	-322	Electrical & Electronic Equipment Assemblers
$11.02	-288	Telemarketers
$10.59	-250	Switchboard Operators
$12.98	-244	Parts Salesperson
$13.05	-234	Packaging & Filling Mach. Ops & Tenders
$22.79	-218	Chemical Plant & Systems Operators

TWENTY FASTEST DECLINING KENTUCKY OCCUPATIONS
BETWEEN 2004 AND 2014

2005 Average Wage	Percent Job Decline 2004-2014	Occupational Title
$10.44	-62.4%	Textile Knitting & Weaving Mach. Setters, Ops
$9.31	-48.8%	Sewing Machine Operators
$12.76	-43.5%	Meter Readers, Utilities
$14.82	-41.1%	Credit Authorizers, Checkers & Clerks
$10.06	-39.5%	File Clerks
$13.15	-36.5%	Telephone Operators
$16.30	-34.5%	Computer Operators
$11.32	-30.2%	Textile Cutting Mach. Setters, Ops. & Tenders
$9.05	-27.7%	Photographic Processing Machine Operators
$14.20	-25.2%	Coil Winders, Tapers & Finishers
n/a	-21.8%	Computer Hardware Engineers
$12.13	-21.6%	Order Clerks
$24.95	-21.6%	Power Plant Operators
$11.97	-21.2%	Office Machine Operators, Excluding Computer
$13.92	-19.7%	Electrical & Electronic Equip. Assemblers
$17.13	-17.2%	Shuttle Car Operators
$11.86	-16.9%	Photographic Process Workers
$12.50	-16.0%	Coin Vender & Amusement Mach. Service & Repair
$12.66	-15.2%	Travel Agents
$8.85	-15.1%	Parking Lot Attendants

Education Cabinet, Department for Workforce Investment
Office of Employment and Training

10. Joint planning and coordination of programs carried out under the Perkins legislation with other Federal education programs occurs in a variety of methods. The State Plan development includes an advisory committee from secondary education, post secondary education, business and industry, Office of Employment and Training, labor unions, trade associations, and guidance counselors. The representation of this group provides an avenue for sharing information that may be useful for joint planning and coordination of pertinent programs. Academic test scores for career and technical education students are provided to the Office of Career and Technical Education programmer so the test scores may be imported into the Technical Education Data System for academic accountability. Career and technical education teachers work with local school district personnel to make accommodations for students who have individual education plans or Section 504 work plans. Postsecondary institutions have disability coordinators to work with students who need accommodations in order to meet the academic and technical competencies required in the program in which they are enrolled. The disabilities coordinators also work with the Office of Vocational Rehabilitation. Information on secondary students who drop out of high school, but receive a GED is housed in the Office of Adult Education. A contact has been established to secure the accountability data needed to report secondary students who received their GED.

    Local eligible recipients are encouraged to participate in joint professional development activities funded with other federal funds when the activity is appropriate for their training needs. Career and technical education teachers, math teachers, English teachers, and science teachers have been and will continue to be encouraged to develop applied learning activities for use in the career and technical education programs to make the academic instruction more relevant to the students. The academic teachers are also encouraged to use those co-developed learning activities in the academic classroom for re-enforcing the application and enabling students to see the relevance of the academics. This includes secondary and postsecondary teachers.

    Establishing articulation agreements between secondary and postsecondary career and technical education is ongoing between secondary and postsecondary career and technical education. There are councils and/or state committees such as the P-16 Council that focuses on education in Kentucky. The State Director serves on the State Dual Credit Committee, Kentucky SACS-CASI Committee, Base Closure and Realignment Commission (BRAC Committee), the New Teachers Institute Committee, and the Technical Upgrade Committee to represent career and technical education from a state perspective. There is a Kentucky Career and Technical Education University Coordinating Committee whose function is to review the teacher education programs in terms of what career and technical education teachers need to make them more effective teachers.

    Routine communication occurs among the personnel in the Office of Career and Technical Education and the community and technical college system. Communication with the universities is primarily through the University Coordinating

Committee members.

The state system of area technology centers and the Kentucky Community and Technical College System use the same beginning courses in the curriculum for career and technical education programs that are offered in both systems. This provides the opportunity for secondary students to participate in dual enrollment at the postsecondary institution without retaking the beginning technical courses in a program.

Kentucky has an Interagency Transition Council for individuals with a disability or disabilities. This council is composed of representatives from state agencies that provide services to individuals with disabilities. The council meets on a quarterly basis to share which population the agency serves, how the populations are served, and barriers that impede making the services available. Sharing the information provides insight to other ways to assist persons with special needs. Pertinent information for a specific need is shared with council members so that the members may provide the resource or use the resource to meet a special need. Representatives from the Office of Career and Technical Education, Department of Education, and the Kentucky Community and Technical College System are on this Council.

11. The Office of Career and Technical Education is located in the Department of Education. The Office of Employment Services, Office of Vocational Rehabilitation, Office for the Blind, and Office of Training and Reemployment are located in the Department of Workforce Investment in the Education and Workforce Development Cabinet. The executive directors of these offices meet regularly with the Commissioner to discuss such common areas of responsibility and how they may collaborate in such initiatives such as Base Closure and Realignment Commission (BRAC). Each office has a role for preparing individuals or enabling individuals to work. The Kentucky Community and Technical College System and the Department for Adult Education and Literacy are linked to the Council on Postsecondary Education in the Education Cabinet. This organization structure contributes to the coordination among agencies and helps to avoid duplication of programs. Career and technical education programs' curricula are long term education and training programs rather than short-term training. The majority of the career and technical education programs provide the knowledge and skills needed for the top twenty high demand occupations and the top twenty fastest growth occupations.

According to House Bill 207 (2013) The Kentucky Board of Education shall be the eligible agency solely designated for the purpose of developing and approving state plans required by state or federal laws and regulations as prerequisites to receiving federal funds for vocational-technical or technology education. The Kentucky Board of Education shall involve representatives from all eligible recipient categories in the development of the required plans.

In accordance with 20 U.S.C. sec. 2302(12), the Kentucky Board of Education is hereby designated to be the "eligible agency" that is the sole state agency responsible for the administration of vocational and technical education and the supervision of the administration of vocational and technical education.
Except for the duties that the Kentucky Board of Education must retain pursuant to 20 U.S.C. sec. 2341, the Kentucky Board of Education shall be authorized to delegate all of the other duties and responsibilities of the eligible agency to the Office of Career and Technical Education within the Department of Education, including but not limited to the administration, operation, and supervision of the Perkins program and the authority to receive, hold, and disburse funds awarded under the state plan.

The Kentucky Board of Education shall delegate to the Kentucky Workforce Investment Board the state leadership activities referred to in 20 U.S.C. sec. 2344 to be conducted in accordance with the required and permissible uses of funds specified in the Carl D. Perkins Career and Technical Education Act of 2006 and subsequent amendments thereto. The maximum amount of funds allowed by 20 U.S.C. sec. 2322(a)(2) shall be reserved and made available for state leadership activities.

The memberships of the Kentucky Board of Education and the Kentucky Workforce Investment Board are appointed by the Governor of the Commonwealth. Both boards are located within the Education and Workforce Development Cabinet for management purposes. Each board has its own mission, required duties, and permissible duties as designated within Kentucky Administrative Regulations. The two boards have a mutual interest in the future workforce of the Commonwealth; thus, collaborative efforts have been created to include the elevation and integration of career and technical education. The Kentucky Board of Education delegates to the Kentucky Workforce Investment Board the state leadership activities to ensure required and permissible activities align with the Commonwealth's sector strategy work.

Postsecondary eligible recipients of Perkins funds are eligible providers of training services for individuals who use the one-stop centers and decide to enroll in a career and technical education program offered at the institutions. These same postsecondary institutions are mandatory partners in the provision of one stop customer-friendly service delivery system required under the Workforce Investment Act and must be represented on the local Workforce Investment Board. Postsecondary eligible recipients of Perkins funds will provide in-kind services to individuals who express an interest in enrolling in career and technical education. Descriptions of the available career and technical education programs, cost of attending the postsecondary institution, and how well each institution met its accountability requirements will be provided to the one-stop centers. Career counseling and access to counselors who assist students with disabilities will also be made available to the individuals who indicate an interest in enrolling in a career and technical education program. Perkins funds must be used to improve

programs to benefit students who choose to enroll in career and technical education.

Each postsecondary institution may choose to apply to be a one-stop center. Individual sites that are chosen as a one-stop center will enter into a memorandum of agreement as prescribed in section 121(c) of the Workforce Investment Act.

The Office of Career and Technical Education will provide the Kentucky Board of Education with a list of secondary and postsecondary providers of career and technical education programs.

B. Other Department Requirements

1. Local Application. A copy of the required local application or plan for secondary and postsecondary eligible recipients is attached in Appendix A. The local application includes all the requirements in section 134(b) of the Act. This application was developed with input from representatives of the eligible recipients.

2. Governance Structure. The Kentucky Board of Education is the eligible agency for career and technical education. The executive director for the Office of Career and Technical Education has been delegated the authority to operate, supervise, and manage the implementation of the Perkins Act. An organizational chart is attached in Appendix B. Eligible recipients at the secondary and postsecondary level include 6 universities offering associate degrees; 16 community and technical colleges offering an associate degree, diploma or credential; 53 secondary area technology centers operated by the state; and 171 local school districts with programs in high schools or locally operated career and technical centers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

A variety of strategies identified below will be utilized during the five year state plan to assist the special population students listed in Section 3(29) of the Act.

1. Program strategies for meeting the needs of special population students are identified below.

   a. Equal Access. Students who meet the definition of one or more of the special populations identified in the Act have access to all career and technical education programs and the instructional activities that are assisted with Perkins funds. Career and technical education programs are available for all persons who desire to enroll in and complete a program of their choice. Classroom instruction will include a variety of instructional strategies

and resources to facilitate the learning process for all students. Students representing special populations who need additional assistance or accommodations to the instructional process and instructional resources will be provided with reasonable accommodations to enable student success.

b. Non-discrimination. Students who are members of the special populations identified in the Perkins legislation will not be discriminated against on the basis of their status as members of special populations. The Methods of Administration Consultant will monitor programs to assure compliance with Federal civil rights statutes. Students who meet the special population definitions will be expected to meet the same academic and technical skill standards as all other students in their respective programs.

c. Success on Performance Measures and Preparation for Future Training. Special population students will be provided with instruction designed to enable them to meet or exceed state adjusted levels of performance. Disaggregated data will be reviewed to assist state and local administrators and instructors in determining the specific needs of each subcategory of students. Technical instructors will review individual student plans which identify instructional modifications to meet an educational need. Instructional strategies will be developed and appropriate assistance designed to enable special population students to meet performance goals. A combination of successful instructional techniques and career counseling will assist the students in preparing for further learning and for high-skill, high-wage, or high-demand occupations. Students who have other types of needs such as child care will be provided with contact information with other social service agencies to get the needed services. School personnel will develop a working relationship with social service agencies to help facilitate the students receiving the assistance they need. [Section 122(c)(9)(A)-(C).

2. Students enrolled in alternative education programs have access to career and technical education programs through at least three different settings. Some local school districts provide schools for students who need alternative education. These school settings are for teen parents, students with high absences and students who have violated the law. The Department for Juvenile Justice operates centers for students who have violated the law and are sent to the center by court order. Ten Youth Development Centers offer career and technical education programs for the residents. The Office of Career and Technical Education supervises the career and technical education programs in terms of the curriculum taught and provides professional development for the teachers of these programs. The curriculum taught at the Youth Development Centers is the same curriculum taught at the state operated area technology centers. All centers but one offer programs in the construction industry. Business is offered at one center and that center plans to operate a horticulture program. At least one program is offered in each center. The construction programs are masonry, carpentry, and

electricity. When students transfer to another center, they are able to re-enter the program at the point of completion from the previous center. The curriculum for all three of these programs have common basics that enable the student to start a new program at a higher level than the initial program. Students enrolled in alternative education programs may enroll in the state operated area technology centers. The process is the same process a student enrolled in the regular high school follows. [Sec. 122(c)(14)]

3. The top twenty occupations (projected to 2014) in Kentucky have been identified for high skill, high wage, and high demand. This includes occupations that require an associate degree or postsecondary education, occupations that require work experience in a related occupation or long-term on-the-job training, occupations that require work experience in a related occupation or moderate on-the-job training, and occupations that require work experience in a related occupation or short-term on-the-job training. The occupations that require an associate degree or postsecondary are identified as high wage. The occupations that require an associate degree or postsecondary education also include occupations that are the fastest growing and occupations with the most demand. The occupations that require (1) work experience in a related occupation or long-term on-the job training (2) work experience in a related occupation or moderate on-the-job training and (3) occupations that require work experience in a related occupation or short-term on-the-job training are identified by high demand and fastest growing. High wage is defined as the state average of all salaries in Kentucky. The state average is $15.90. High skill is defined as occupations requiring postsecondary career and technical education ending with an industry certification or an associate degree. The fastest declining occupations and the occupations losing the largest number of jobs have also been identified. The career and technical education programs offered in Kentucky prepare students for a majority of the occupations listed in the top twenty fastest growing and most demand. Preparing for many of these occupations will lead to employment in occupations that employ 25 percent or less of one gender.

   The funds set aside at the state level to promote nontraditional careers have been used to hold summer camps. Funding has also provided career information on nontraditional occupations to secondary students enrolled in career and technical education, to guidance counselors, and to parents of secondary students enrolled in career and technical education programs. Posters of students enrolled in nontraditional programs and a CD of their stories were mailed to all institutions that offer career and technical education programs. A poster depicting the importance of mathematics in career and technical education was mailed to all institutions that offer career and technical education programs. New strategies will be developed to provide targeted assistance to schools who have consistently not met this accountability requirement.

Each eligible recipient should provide career awareness opportunities for non-traditional occupations and students. This includes high wage and high skill occupations that are associated with occupations that are nontraditional to gender. Activities may include visits to industries that employ individuals in occupations that make up 25 percent or less of one gender, business and industry representatives visiting the classroom to discuss the job requirements, employment opportunities and career growth opportunities. These activities may be incorporated into the instructional program. Teachers will be encouraged to welcome all students and to provide a learning environment that is conducive for all students to learn and be successful regardless of gender..

Programs that prepare students for employment in occupations that employ 25 percent or less of one gender will be identified as nontraditional for each gender. The identification process will include those occupations that are high wage, high demand or high skill. A document that identifies the programs that prepare students for occupations nontraditional to their gender will be available on our website. Each occupation that is high skill and high wage will be highlighted. Schools will be encouraged to identify students who are following nontraditional occupational paths and ask them to be role models for other students and mentor students who have just enrolled in a nontraditional program. Students who are pursuing occupations that are nontraditional to their gender will be assigned a mentor, when possible, who is also employed in a nontraditional occupation.

Secondary students interested in attending an area technology center have an opportunity to visit the programs at the school and talk with the teachers and students enrolled in the programs. After secondary students enroll in career and technical education programs, students may be taken on field trips to business and industry sites. Representatives from business and industry may classrooms to talk about the knowledge and skills needed in their industries.

Secondary students and out-of-school individuals also have the opportunity to visit the community and technical colleges. They also visit the programs and talk with the teachers and the students enrolled in the programs. The specifics of the visits to the campuses are based on the interests of the groups.

An electronic Individual Learning Plan (ILP) for students in grades 6 through 12 was implemented during the 07-08 school year. The ILP is to be implemented by grade level up to 2012. Sixth grade students are the first group of students to participate in the developing their individual learning plan. Career exploration is one component of the learning plan. Students may select the career cluster of interest or explore all career opportunities available in these clusters; review employment data, academic requirements, and develop a four year plan for high school and postsecondary options. When a career cluster is selected, students see a list of jobs included the cluster, skills

needed to perform the jobs, and wages paid.

Each eligible recipient is required to explain in the local application for funding how funds will be used to prepare students from special populations and students enrolled in programs that lead to nontraditional employment for high skill, high wage, or high demand occupations. Programs that enable students to be employed in high skill, high wage, or high demand occupations will be identified in the data system. The enrollment data, program completion, and placement of students from special populations and students enrolled in programs that lead to nontraditional occupations will be used to look for trends of improvement in participation in and completion of programs that lead to high skill, high wage, or high demand occupations and to occupations that employ 25 percent or less of one gender. [Section 122(c)(18)]

4. The one percent funds set aside for individuals in state institutions will be used to improve instruction in career and technical education programs located in correctional facilities and in facilities that serve students with hearing impairments. The major portion of the funds will go to correctional facilities serving adults. The remaining funds will go to youth development centers serving juveniles and for the Kentucky School for the Deaf. Teachers from these institutions may participate in state wide professional development activities, curriculum development and technical up-date training. [Sec. 122 (c)(19)]

5. Each eligible recipient (local boards and postsecondary institutions offering career and technical education programs) will describe in the local application the steps they will take to ensure equitable access to, and participation in federally-assisted career and technical education programs for students, teachers, and other program beneficiaries with special needs as contained in section 427 (b) of the General Education Provisions Act. Special needs in context of Section 427 means gender, race, national origin, color, disability or age. This description will include such activities as professional development activities for teachers to use a variety of teaching strategies to meet the various learning needs of students, to provide materials for English language learners or Braille for students with vision impairment, and to encourage students to consider occupations that are nontraditional to their gender. Business and industry representatives serve on program advisory committees. The purpose of their service is to provide technical assistance to keep programs current with the knowledge and skill needed for particular occupations. Eligible recipients must assure the advisory committee membership reflects the population groups covered under Section 427and to include some members who are employed in occupations that are nontraditional to their gender. [Section 427(b) General Education Provisions Act as amended] [General Education Provisions Act (Section 427)b)]

The Office of Career and Technical Education is responsible for conducting

desk audits and on-site visits required in the "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability". This includes state operated area technology centers and postsecondary institutions that offer career and technical education. The Department of Education conducts the desk audits and on-site visits to the local educational agencies.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Eligible Recipient Input for measurement definitions and approaches. The process of obtaining eligible recipient input into the establishment of measurement definitions and approaches for the core indicators of performance began in November, 2006 with the first meeting of the Kentucky State Plan Advisory Committee. Twenty three individuals were selected to serve on this committee to represent secondary and postsecondary teachers, students, counselors, Tech Prep, special population students, business and industry and economic development. The proposed measurement definitions and approaches were distributed during the November, 2006 meeting. The committee members were asked to notify the Office of Career and Technical Education if they had any concerns. The OCTE did not receive any letters or phone calls. Training sessions for in-putting the accountability data into the Technical Education Data System were provided during the 2007 Career and Technical Education Summer Conference. During these sessions the new accountability requirements were identified to familiarize the participants with the changes that will occur. Also during the summer conference a general session was devoted to making the teachers, administrators, and others in the audience aware of the accountability goals to be reached during the 2007-2008 school year.

   The State Plan Advisory Committee met to review the measurement definitions and approaches that were submitted for the Transition Plan and the ones submitted in the five year plan. The Advisory Committee reviewed the five year plan February 28, 2008. Two regional public hearing meetings were held to provide information related to the Perkins requirements and the measurement definitions and approaches will be included in the regional meetings. The accountability measurement definitions and approaches, the baselines, and goals for each accountability measure will be posted on the web pages of the Office of Career and Technical Education, the Department of Education, and the Kentucky Community and Technical College System. Contact information will be posted with the accountability requirements.

   Two public hearings were held in February, 2008 to allow eligible recipients to voice their opinions. A draft of the plan is posted on the Kentucky Tech Web

page. Notices of the hearings were published in eight regional news papers and two statewide news papers. E-mails to agencies working with local boards of education and postsecondary institutions were sent to notify them how to access the state plan with the proposed accountability indicators. The agencies were asked to notify their eligible recipients. The Office of Career and Technical Education notified the universities with associate degrees and the state operated area technology centers of the plan and accountability indicators via e-mail. [Section 113(b)(1)(A)-(B) [Section 113(b)(2)(A)-(C)]

2. Eligible recipient input for state adjusted levels of performance. The Office of Career and Technical Education, representing the eligible agency, invited career and technical education personnel to regional meetings for an overview of the Perkins legislation with special emphasis given to the accountability indicators. The adjusted levels of performance will be based on a three year average of existing data available through the Technical Education Data System. Eligible recipients enter the local data into the Technical Education Data System. They are responsible for assuring the data is accurate and complete. The three-year average data to establish state adjusted levels of performance includes secondary and postsecondary placement, nontraditional participation, and nontraditional program completion. The postsecondary institutions that are eligible for Perkins funds were surveyed to get their individual data for technical assessments on nationally recognized industry assessments, attainment of an industry recognized credential, student retention in the postsecondary program, and transfers to baccalaureate degree program. The state totals of these surveys were used to establish the state adjusted levels of performance. The secondary state adjusted level of performance for academic attainment, technical skill, high school graduation (completion) is based on state test results and graduation rates of career and technical education students. The number of students completing their GEDs is based on state data from adult education. The State adjusted levels of performance will be posted on web sites of state agencies. Career and technical education teachers, principals, and counselors will be notified of the postings. The participants will be given an opportunity to ask questions and to present options. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

3. Measurement definitions and approaches. The measurement definitions and approaches for secondary and postsecondary career and technical education are based on state data that is initiated at the local level. The new postsecondary performance indicator measurement definitions and approaches are also based on state wide data that is initiated at the local level. A statewide survey of the data needed for the new performance indicators was mailed to all postsecondary institutions eligible for Perkins funds. The Kentucky Department of Education administers the secondary academic assessments and houses the data. Career and technical education student results are imported into the Technical Education Data System. The eligible recipients are responsible for assuring accurate and complete data is entered into or imported into the Technical Education Data System. The Technical Education Data System coordinator

reviews the data entered into or imported into the data system to assure the data is correct and accurate. When inconsistencies are noted, the appropriate school is notified and asked to correct the data.

High school graduation data is housed in the Department of Education. The Department of Education provides the state graduation rate to the Office of Career and Technical Education.

The Office of Assessment and Accountability in the Kentucky Department of Education is responsible for assuring that local school district data is accurate, complete, and reliable.

The Office of Adult Education oversees the General Education Development program and the awarding of the credential. The data on students who earn their General Education Development credential is electronically imported into the Department of Education.

All measurement definitions and approaches are state and local data. The definitions and approaches are attached in Part C of the Kentucky Five-Year State Plan for Career and Technical Education. [Sect. 113(b)(2)(A)-(B)]

4. Core Indicator alignment with other state and federal programs. The core indicators of performance for career and technical education will align to the extent possible with other requirements for State and Federal programs. The secondary academic attainment and high school graduation rate is aligned with No Child Left Behind. Other accountability indicators such as successful transition or placement after completing the program seem to align with other State and Federal programs. [Sect. 113(b)(2)(F)]

5. Core indicator levels of performance. All the required performance indicators and levels of performance are provided on the appropriate forms on pages 81 to 89 in the five-year state plan. The accountability reporting will be based on students leaving secondary and postsecondary career and technical education in the reporting year. Baseline data and levels of achievement will be reported in percentages. [Sec. 113(b)(3)(A)(i)-(ii)]

   The core indicators of performance for secondary academic attainment are based on the state assessments used under the No Child Left Behind requirements for reading/language arts and mathematics. These assessments are given in the 10th and 11th grades and will not accurately demonstrate what the career and technical education students have achieved when they graduate from high school. [Sec. 113(b)(2)]

   a. 1S1 Academic Attainment—Reading/Language Arts
      Numerator: the number of senior career and technical education concentrator students who took the reading assessment in the 10th grade and who scored

proficient or distinguished. (The assessment was changed in the 2011-2012 school year to an end-of-course assessment.)

Denominator: the number of career and technical education senior concentrator students who took the test in the 10th grade and who left secondary education in the reporting year. (The assessment was changed in the 2011-2012 school year to an end-of-course assessment.)
The level of performance for the school year 2005-2006 for reading was 27.69 percent. This is the baseline approved by the Office of Vocational and Adult Education.

1S2, Academic Attainment—Mathematics
Numerator: the number of senior career and technical education concentrator students who took the mathematics assessment in the 11th grade and scored proficient or distinguished. (The assessment was changed in the 2011-2012 school year to an end-of-course assessment.)

Denominator: the number of senior concentrator career and technical education students who took the test and left secondary education in the reporting year. (The assessment was changed in the 2011-2012 school year to an end-of-course assessment.)

The level of performance of the senior concentrator career and technical education students scored proficient or distinguished on the mathematics assessment was 25.42 percent. This is the baseline approved by the Office of Vocational and Adult Education.

b. 3S1 Completion
The data needed to measure career and technical education secondary students' graduation rate as measured under ESEA for the state of Kentucky is currently not available. The state graduation rate accepted by the U. S. Department of Education for 2005 is 82.84 percent. Since the state graduation rate has been accepted by the U. S. Department of Education, Kentucky was approved by the Office of Vocational and Adult Education to use the State Graduation rate of 82.84 percent as the baseline to measure career and technical education high school graduation rate.

The Kentucky Department of Education has collected the data in the aggregate and does not have the data to identify students who started out in the 9th grade and graduated from high school in the four-year time period. The graduation rate of career and technical education concentrator students in 2006 was 96.05 percent. The rate was computed by dividing the 12th grade concentrators and program completers graduating from high school by the concentrators and completers who graduated plus the concentrators who dropped out of school without graduating in the reporting year.

We currently have no way to calculate graduation rates based upon four year time periods unless a student enrolls in a career and technical education program as a 9th grader and continues in that career and technical education program all four years. The Kentucky Department of Education will disaggregate student graduation data during the 2006-2007 school year. When that data is available, Kentucky will be able to compare career and technical education students (concentrators) to the graduation data to compute the graduation rate on a four-year cohort.

6 Performance level negotiation with eligible recipients. The state adjusted levels of performance for secondary and postsecondary career and technical education programs/schools will be based on an average of three years data for the performance indicators continued under Perkins IV. The years of data to get an average to establish a baseline are 2004-2005, 2005-2006 and 2006-2007. Placement data from 2003-2004, 2004-2005, and 2005-2006 established an average to identify the baseline. The three year average baselines apply to the following secondary indicators: secondary diploma; technical assessments; student placement in postsecondary education, advanced training, military, or employment; and student participation and completion of programs leading to nontraditional employment.

The postsecondary indicators that a three year average will establish a baseline is student attainment of a degree; student placement in military or employment and retention in employment; and student participation in and completion of programs leading to employment in occupations that employ less than 25 percent of one gender. Baseline data for the new indicators in Perkins IV were established by compiling survey results from the eligible postsecondary institutions. Those indicators are placement in apprenticeships and placements in high skill, high wage, high demand occupations or professions, and number of students to receive an industry recognized certification. Technical assessments were not given at the postsecondary level. The number of students who took industry certification tests and the number of students who passed the industry certifications will be the baseline for technical assessment. who received industry certification. Graduates of health programs are required to pass a state licensure assessment to receive certification. This is the only assessment data available. The postsecondary institutions did not have adequate records to establish a baseline for technical assessments. The technical skill of postsecondary students will be measured by program completion and graduation or eligible for graduation and the health students who pass the state licensure requirements. Efforts will be made to implement a postsecondary technical assessment.

Technical assessments will be developed and validated by the appropriate business and industry representatives and phased in over the five year state plan. Kentucky just initiated a state advisory committee representing six career

clusters; business/marketing, transportation, health, construction, information technology, and manufacturing. These individuals committed to validating technical assessments to measure the technical skills and knowledge of career and technical education students. They also are willing to assist in other activities that will help keep career and technical education programs current with the knowledge and skills needed in business and industry.

The Office of Career and Technical Education will work with the Office of Adult Education to gather data for career and technical education students who complete their GED by October of the year in which they should have graduated. This will be compared to the number of career and technical education students who dropped out of high school that school year.

Kentucky offers a proficiency credential to individuals with disabilities. However those students are included in the denominator to calculate high school graduation rate.

When the state baseline data and the expected level of achievement is established for each of the performance indicators, the eligible recipients will receive a written description of the indicators, baseline from which to measure achievement, and the expected level of achievement. If an eligible recipient does not accept the state levels of achievement, the eligible recipient will present individual data for each program as well as summary data for the school and explain why they cannot meet the state levels of adjusted level of performance. The eligible recipients will also provide reliable backup data and/or other pertinent information to justify their preferred levels of performance to see where technical assistance may be needed as well as to determine if the request for a different level of performance is necessary. The eligible recipient will meet with the state director for career and technical education to discuss the adjustment to the performance levels. The request to use another performance level must be made ten (10) days after the notification of state adjusted levels of performance are made to the eligible recipients. [Sec.113(b)(4)(A)(i); Sec. 122(c)(10(B)]

7. Performance level adjustment by eligible recipients. Baseline data for the state adjusted levels of performance are based upon a three year average of the performance indicators continued in the 2006 Act. These indicators are placement, nontraditional participation, nontraditional completion, high school and postsecondary graduation, and secondary technical assessments. The new indicators in the 2006 Act baseline data is based upon surveys conducted by the postsecondary institutions and data in the Kentucky Department of Education. If an eligible recipient requests a revision in its local adjusted levels of performance, data from the Technical Education Data System for the last three years for each of the indicators will be reviewed. The review will establish yearly increases or decreases in the levels of achievement. If the trend of yearly increases or decreases appears to be out of proportion to the state adjusted levels of achievement, the eligible recipient's records for those three years will be

reviewed with the eligible recipient to determine if the data is complete, accurate, and reliable and to see that the programming to generate those reports was functioning correctly. If the data in the Technical Education System should be incorrect, the eligible recipient may submit other appropriate, complete, accurate, and correct data with a rationale for incomplete data entry. If the concern is related to academic or technical attainment, curriculum specialists or program consultants will be asked to work with the teachers of the programs to address improving the students' achievements in applied academics and technical knowledge and skills achievement. The request for a performance level adjustment must be made to the State Director for Career and Technical Education in the Office of Career and Technical Education, Department of Education.[Sec. 113(b)(4)(A)(vi)]

8. Data reporting. The Technical Education Data System (TEDS) is the official data system for Kentucky Career and Technical Education. The Office of Career and Technical Education is responsible for the collection of the data from the eligible recipients. The data system is a web-based system that requires any changes to be made at the state level and does not require eligible recipients to make program changes at the local level. Eligible recipients may enter the student data directly into the TEDS system or they may import the data from another system into TEDS.

   Kentucky is in the process of assigning an identification code to each secondary student enrolled in the public education system. The code will follow the student through all twelve years of their public education. The student identification code will facilitate the import process of secondary students enrolled in CTE programs into the Technical Education Data System, cutting down on data entry errors.

   School personnel are held responsible for accurate, complete, and reliable data being entered into the system. They are encouraged throughout the year to review the data entered into the system for errors and discrepancies. TEDS users receive prompt notification of any changes or modifications to the system. Update training is held yearly, and technical assistance is provided by phone, electronically, and on site to assure accurate and reliable reporting of data. A yearly calendar is provided to schools at the beginning of each school year, identifying important dates and deadlines for data entry. Consultants at the state level monitor data regularly and identify schools having difficulty with data entry or those not meeting their performance goals. [Sec. 122(c)(13); Sec. 205]

9. Consortia Minimum Level of Performance. Levels of performance for each of the required indicators for each basic grant and tech prep consortia will be established at the state level. The levels of performance for the basic grant will be based on three years of data housed in the Technical Education Data System for each individual school and then totals from each school in the consortium will be consolidated to determine the baseline data for individual consortia. The level of performance to be reached during the next school year will be determine by

reviewing the increases and/or decreases during the three year period. Tech prep consortia baseline data will be based on a survey requesting data required for the accountability indicators. The survey data is being used rather than data reported in the Technical Education Data System because the postsecondary data is limited. The data received from each tech prep consortium will be tabulated to establish a state base line for the tech prep accountability.

Each consortium receiving a Perkins IV grant (basic grant dollars and tech prep dollars) is required to sign an agreement identifying the levels of performance the consortium must meet. Each consortium will be required to enter the data for the consortium throughout the year and to meet established deadlines for data entry. The consortium is held responsible for entering accurate, complete, and correct the data and for reviewing the data after entry is completed. When consortia do not enter the data on a timely basis, the funding will be withheld or revoked and that consortium will not be eligible for funding. A representative from one of the schools in the consortium will assume the leadership role to ensure that the members of the consortium provide the data and meet the performance indicators.

The consortium will use the funds for approvable purposes in the Act that benefit students from schools of all members of the consortium and will not reallocate funds to individual school districts in the consortium (basic grant) or to individual school districts, area technology centers or postsecondary institutions in the consortium (tech prep). Applied academics must be built into the career and technical education curriculum (each program of study) for daily relevant instruction as well as teaming with the appropriate academic teachers as appropriate to coordinate instruction for the career and technical education students. [Sec.113 (b), Sec. 203(e), Sec. 204(e)(1)]

10. Annual Evaluation of CTE Programs. The Office of Career and Technical Education will work in cooperation with eligible recipients in analyzing their performance data, pinpointing areas of strength and weakness, and developing an improvement plan to correct any identified deficiencies. Assistance will be provided to assure programs have the support needed to implement new procedures or strategies to improve their performance. Technical assistance may be provided by phone, electronic means or on site. Program consultants will assist schools in meeting the goals of their improvement plan. When possible the evaluations will be coordinated with other evaluations required by the State or Federal Government. If a visit is scheduled to a school by another agency, career and technical education will request to be included in the visit. [Sec. 122(c)(8)]

The criteria identified below may be used to annually evaluate the effectiveness of each secondary and postsecondary CTE program. The criteria may include but is not limited to:

- Program success based on performance indicators

- Professional development activities in which the teachers participated
- Observation of instructional changes made based upon student needs
- Updates in the curriculum based on business and industry needs
- Participation in a business and industry exchange or mentorship
- Implementation of instructional activities increasing student engagement
- Analysis of students' test results to develop instructional strategies to increase student achievement
- Number of programs that lead to high skill, high wage, or high demand occupations
- Number of students placed in high skill, high wage, or high demand occupations.

B. Other Department Requirements

1. Information requested on forms provided in Part C of this guide to report accountability data for five-year state plan under Section 1139 (c)(1)-(2) include the following:

   a. Secondary participants are enrolled in the beginning sequence of courses leading to two credits in career and technical education program that requires at least four credits to complete the program.

      Secondary concentrators are students who have successfully completed 50 percent of the four credits and are enrolled in the third or fourth credit courses of a career and technical education program that requires at least four credits to complete the program.

      Postsecondary participants are enrolled in a sequence of courses in a career and technical education major (program of study) and have completed 12 hours or less for credit toward a certificate, diploma, or associate degree in career and technical education.

      Postsecondary concentrators have completed twelve hours (12) in a sequence of courses in a program of studies (major) and is enrolled in the 13th hour or beyond credit course in the program leading to a certificate, diploma, or associate degree.

   b. Data used to establish baselines for reading/language arts and mathematics are from state assessments given to secondary students who graduated in 2005-2006. The reading tests are given in 10th grade and the math tests are given in the 11th grade. The academic assessment results are the actual test results of the students when they were in the 10th and 11th grades. The baseline for secondary graduation rate (82.84) is from the 2004-2005 school year; the graduate data was provided by the Division of Accountability, Kentucky Department of Education.

c. Kentucky will use the academic assessment data imported from the Kentucky Department of Education and matched with secondary students enrolled in career and technical education to get numbers and percentages of students who took the academic assessments and who scored proficient or above. Graduation baseline will be based on data from the Kentucky Department of Education. The baseline data is entered into the accountability chart in Part C that is to be completed for the five-year plan. Baseline data for the performance measures continued in Perkins IV will be based on data housed in the Technical Education Data System. New accountability indicators' baseline will be based on surveys conducted by postsecondary institutions and the GED data available from the Kentucky Department of Education.

2. The program areas for which the state has technical skill assessment scores are all secondary programs. These assessments are end of program assessments. Those program assessments are horticulture, livestock, crop, administrative support, retail services, financial services, marketing, hospitality services, culinary and food services, child development, consumer and family management, fashion and interior design, allied health, communications, construction, transportation, manufacturing, and pre-engineering. All program assessments are going to be revised and updated. There were 9,191 senior concentrators out of 18,318 senior concentrators who took the assessment in FY 06 and that represented 50 percent of secondary student concentrators. There were no postsecondary state or national technical assessments scores available other than occupations that required state licensure such as the health programs. Technical assessments for all students enrolled in career and technical education will be developed and validated by business and industry. Medicaid Nurse Aide and other health state licensure tests results are available.

C. Procedural Suggestions and Planning Reminders

The development of valid and reliable measures for the core indicators and the State level of performance for each of the measures are based on administrative records from the schools. Local data is imported or entered into the State Technical Education Data System. Schools are encouraged to check their data to assure the data is complete, correct and accurate. In addition, the state records are reviewed periodically for inaccurate data—checking to see that the total of the females and males equal the total enrollment and that special populations have been identified. The rigor will depend upon the data we have to establish performance goals and being able to set the goal so that career and technical education educators are challenged to achieve. [Section 122(e)(1)(A)-(B); Section 113(b)(2)]

Many of the performance measures in the new legislation are continued from the previous law. We will continue with those measures and definitions. A three-year average of previous performance achievements will be used to establish the baseline and project the levels of achievement. Baseline data for high school students completing their GED will be based on the latest available state data. Survey results will be used to establish baselines for the new postsecondary measures in the law. [Section 113(b)(2)(D)]

Kentucky will continue to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core performance indicators. Information on the levels of performance will be provided for special populations and by gender and race. Kentucky will not add additional indicators of performance. [Section 113(c)(1)]

The Kentucky Technical Education Data System (TEDS) disaggregates data by sex, race, and special populations identified in the legislation. This includes English as a second language. Because Section 1111(h)(1)(c)(i) addresses students whose parents are migrants, children of migrant workers will be added to the special populations in the Technical Education Data System. When data such as academic test results are imported from other state sources, the same population groups are disaggregated. [Section 113(c)(3)]

Tech prep funds are competitively distributed through a request for proposal process. Meetings are held to inform eligible recipients of the tech prep program requirements, the accountability requirements, and the expectations of consortia and consortia members. The consortium is responsible for providing complete, accurate, and valid tech prep data for the consortium and entering the data into the Technical Education Data System. Meeting the accountability performance goals will measure the success of the Tech Prep program and the achievement of students enrolled in the program. Individual Tech Prep student records will be entered into the data system for the basic grant accountability as well as the consortium data for accountability required under Title I and Title II. Individual tech prep student data is currently collected in a manner that can be disaggregated. [Section 113(b)(2)]

Performance of career and technical education students identified as one of the special population groups in Perkins and in No Child Left Behind will be compared to the performance of all career and technical education students served by the eligible agency. The comparison is to determine if the students identified as one of the special populations are doing as well as all career and technical education students. Any disparities in performance measures between the two groups of students will be identified and investigated. The first step in the investigation will be to review the data to assure there were no errors made. The second step would be to review each school's report to identify specific schools that had disproportionate results. Schools with disproportionate results will be contacted to see if the cause could be established. A description of the

investigation and the outcomes of the investigation will be reported. In addition, strategies to assist the teachers of the programs to better enable students who are one of the special populations to be successful will be provided to the teachers. If additional assistance is needed, it will be provided. [Section 113(c)(2)(B)

Kentucky will prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance. The annual report will include the levels of performance for special populations. Kentucky career and technical education personnel is aware that the annual report information which includes tech prep indicators under Section 113 and Section 202 is submitted to the U. S. Department of Education and is disseminated through a variety of reports to the general public and to Congress. [Section113(c)(5)(A)-(C) and Section 205]

Kentucky will use the national data developed by the National Alliance Partnership in Equity to identify occupations that lead to nontraditional employment for one gender and to determine the number and percent of students who participate in and complete programs that lead to nontraditional employment. [Section113 (b)(2)(A)(vi) and Section 113(b)(2)(b)(v)]

Kentucky will use state data provided by the Department for Workforce Investment, Office of Employment and Training to identify high-skill, high-wage, or high-demand occupations or fields.

V. Tech Prep Programs

A. Statutory Requirements

1. Procedure for awarding grants. The Tech Prep awards will be funded by a request for proposal process (RFP). Eligible recipients will receive the RFP in January of each year of the five year plan, and proposals are due mid-March of each year. The proposals must list the consortium's goals and objectives for each of the requirements in the law. Six reviewers will score the proposals using the scoring rubric provided in Appendix B. Reviewers will represent career and technical education at the secondary and postsecondary levels, the Eligible Agency, and a non-state agency. Those scoring below 60% will not be funded. Consortia will be notified of the awards and memoranda of agreements will be in place by July 1 of each year of the five year plan. [Sec.203(a)(1)]

2. During the proposal review process, the readers will give special consideration to the applications that include the following: (1) assisting Tech Prep students with placements in employment and/or transferring to a baccalaureate or advanced degree programs; (2) active participation of representatives from business and industry, institutions of higher education, and labor in the

development of the proposal; (3) includes a plan (a) to address the prevention of school drop, (b) a means of reentry in school for those who leave school, and (c) meeting the educational needs of students who meet the definitions of special populations; (4) provides evidence that the Tech Prep program(s) to be requires knowledge and skills that use emerging technologies and that there is a significant workforce shortage; (5) describes examples of instructional materials and instructional strategies that will enable Tech Prep students to meet high academic and employability competencies; and (6) explains how the Tech Prep program activities will be coordinated and integrated with the Basic Grant program activities for continuous improvement in academic achievement, continuous improvement in technical skill achievement, and continuous improvement in offering programs that are current and/or emerging occupations and that they are high skill, high wage, or high demand. [Sec.204(d)(1)-(6)]

3. Of the 120 counties in Kentucky, only 27 counties have fifty percent or more of the population living in an urban area. Some of the consortia will be urban, some of the consortia will be rural, and some of the consortia will be a mix of urban and rural. Based on the current consortia, the majority of the consortia will be a mix of urban and rural areas. One of the funding criteria will be the number of schools in the consortia, the number of programs in each consortia, and the number of teachers who will be primarily responsible for implementing and refining the instructional activities. [Sec.204(f)]

4. The Eligible Agency will ensure that each funded Tech Prep program meets the criteria required in the Act. The individuals reviewing each submitted proposal will have a list of the requirements and will specifically check each proposal to verify the requirements have been met.

   (a) The request for proposal requires the eligible recipient to describe the process to secure articulation agreements between secondary and postsecondary institutions and identifies specifically how secondary students will obtain credit for the secondary work completed. The articulation agreement may be a statewide agreement or an individual one among the institutions in the consortium. The proposal must list the sequence of courses to assure there are no duplication of courses and identify the secondary and postsecondary institutions .in the partnership. Monitoring visits will be made to verify the articulation agreements are in effect and that secondary credits will transfer to the appropriate postsecondary institution. Section 3(4)

   (b) Each consortium must have at least two years of secondary career and technical education and at least two years of postsecondary career and technical in a non-duplicative sequence of courses. The programs of study offered must prepare students for occupations that are high skill, high wage, or high demand and end with a technical proficiency, an industry-recognized . credential, a certificate, or a degree in specific career field. Classroom instruction must integrate academics with technical content that is relevant to

business and industry and postsecondary technical education. The integration of academics into relevant technical content must occur in daily instruction at the secondary and postsecondary levels...Teachers must use applied, contextual, and integrated instruction to develop students' technical and academic skill competence. When appropriate, work-based learning and work site learning is integrated into the instructional program. Section 203(c)(2)(a)-(G)

(c) The development of or expansion of a tech prep program for secondary education and postsecondary education must address the following required components. All tech prep secondary/postsecondary programs shall have a curriculum that integrates the state academic standards with the technical content and links the secondary schools with the two-year postsecondary schools. When possible, four-year institutions of higher education are to be included in the secondary/postsecondary career and technical education program. The purpose is to provide a transition to a four-year degree program if the students wish to pursue further education. Other linkages between the secondary and postsecondary program include the non-duplicative sequence of courses, the use of signed articulation agreements between secondary schools and postsecondary schools and the opportunity for secondary students to receive concurrent enrollment in both secondary and postsecondary career and technical education. When appropriate and if business and industry is available, integrate as part of the instructional program work-based learning or worksite learning to provide a realistic understanding of being employed in the industry. Each industry specific tech prep program will include instruction in all aspects of the industry. This includes instructional activities that develop a comprehensive understanding of the various skills needed for specific occupations in the industry and the many career opportunities that are available within the industry. Having an understanding of all aspects of an industry will help students grasp the need for life long learning.

All the secondary and postsecondary partners in the consortium must stay in communication with each other. The purposes of the communication is to stay up to date with the implementation of the instructional program, to identify problems that need to be resolved, and to revise instructional strategies and materials that need to be made more rigorous to better challenge students. The partners need to learn to communicate with each other using educational technology and distance learning in the development and operation of the program. Section 203(c)(3)(A)-(D)

(d) Each consortium will provide in-service professional development training for the teachers, faculty, and administrators implementing and/or expanding the tech program or tech prep programs. The professional development activities must be high quality, sustained, intensive, and focused on instruction. Teachers must be current with the business and industry standards, knowledge, skills, and applied academics in their specific career pathway. Other professional development includes improving instructional strategies and techniques that

address the learning needs of students from the special populations. The professional development activities will be joint activities for secondary and postsecondary teachers and faculty. The joint training will facilitate communication between secondary and postsecondary teachers and increase the probability of the secondary students transitioning to postsecondary education. Other professional development includes using data to evaluate the effectiveness of the program, accessing information to enhance instructional activities and make it more relevant to students, and reflecting on students' assessment results to improve instruction and increase student achievement. .Section203(c)(4)(A)-(F)

(e) Professional development activities for counselors must be designed to enable counselors to more effectively provide information about tech prep programs in the consortium to students enrolled in the schools participating in consortium. Students who are in the process of choosing a program of study and students who are enrolled in a Tech Prep program of study will have access to counselors who have received pertinent career information. The professional development will include activities that identify occupations that are high skill, high wage, and high demand, the education and training those occupations require, opportunities to move to other occupations within the career, and qualities employers want in an employee. Counselors will also be involved in activities that identify embedded academics in the Tech Prep Program curricula and participate in activities that demonstrate the application of academics. Counselors will be better prepared to provide academic counseling to students and demonstrate to the students the relevance of academics. [Section 203(c)(5)(A)-(F)

(f) Individuals who are members of special populations have full access to all Tech Prep programs offered in all schools in the consortium. When appropriate, reasonable and appropriate services and activities are provided for special populations identified in the Act and who are enrolled in Tech Prep programs and are members of special populations. Teachers are encouraged to become familiar with individual education program plans (IEP), recommendations for accommodations, and variety of instructional strategies to address the learning styles of students. Equal access is one of the criteria for evaluating the Tech Prep proposals. Section 203(c)(6)] .

(g) Each consortium will provide services, activities, or programs for students not enrolled in career and technical education programs or Tech Prep programs to assist them in making career decisions and enrolling in appropriate education and training programs. One of the professional development activities for counselors will be to design the preparatory services program and the student activities necessary to assist students/individuals in learning about career opportunities. The second phase for students/individuals is to identify the training and/or education needed for the career choice or choices and location of the

training and/or education. Counselors will assist students who choose to enroll in Tech Prep or in career and technical education programs. [Section 203(c)(7)]

(h) Tech Prep program activities conducted under Title II will coordinate with similar activities conducted under Title I. Each consortium is responsible for identifying the best instructional practices that worked with improving student academic and technical knowledge and skill achievement. The consortia must submit the a description of the best practices with evidence of increased student achievement to the Tech Prep State Director and the Executive Director of the Office of Career and Technical Education. The Tech Prep State Director is responsible for sharing the best practices descriptions with the Basic Grant eligible recipients. Partners in each consortium will also share their best practices with each other as well as other Tech Prep consortia.

5. A state baseline for Tech Prep accountability indicators has been established. Each consortium was asked to provide data for the accountability indicators to establish the state baseline. Each consortium will be expected to reach or exceed the state baseline in 2009. The achievement level of each consortium in 2008 will be used to establish levels of improvement for the remaining years of the five year plan.

B. Other Department Requirements

A copy of the request for proposal and a copy of the scoring rubric used to evaluate each proposal are provided in Appendix B.

C. Procedural Suggestions and Planning Reminders

Tech Prep federal funds (Title II) may not supplant state and local dollars. Tech Prep funds must be used to add value to career and technical education programs that have formal articulation agreements with a postsecondary institution. [Section 311(a)]

State expenditures for Title II tech prep programs are part of the Kentucky's maintenance of effort calculations originally required by the Act. [Section 311(b)]

State administrative costs are limited to those costs that are reasonable and necessary. [OVAE Program Memo]

Title II (tech prep) funds may not be used for State leadership activities. [OVAE Memo]

Kentucky will prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. [Section 205]

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. *Title I funds received under Section 111 of the Act will be allocated in the following categories: 85 percent of the funds will be allocated to local boards of education, area technology centers, and postsecondary institutions. The secondary/postsecondary split is based on the average number of secondary and postsecondary students enrolled in career and technical education programs in fiscal years 05, 06, and 07 and increases in the number of students served during those years. Secondary participation in Career and Technical Education increased in FY 06 and FY 07. Postsecondary had a small increase in FY 06 but decreased in FY 07 with an overall loss in career and technical education enrollment. The allocation of funds to the eligible recipients is based on average student population participation similar to the federal allocation to the state, which is based on state population. Best available data for Kentucky indicates that secondary FTE is 57 percent and postsecondary FTE is 43 percent. Fiscal Year 08 allocation is 49 percent secondary and 51 percent postsecondary. In order to adjust the present levels of funding to align with the full time equivalency, the secondary allocation of the 85 percent will be adjusted to 51 percent and the and the postsecondary allocation of the 85 percent will be adjusted to 49 percent. Present data indicate that the postsecondary allocation will be decreased each year and secondary allocation increased each year to equal the full time equivalency. Each year of the five year time period, the secondary and postsecondary enrollment will be analyzed annually before any change to the secondary postsecondary split will be made. Starting with the '09 fiscal year, the official student data source will come from the Council on Postsecondary Education, KDE and OCTE as reported in TEDS.*

   Title II funds are allocated to consortia made up of at least one secondary school and one postsecondary school that operate career and technical education programs. The tech prep funds will be awarded competitively to eligible consortia. Each consortium that chooses to compete for the funds will respond to a request for proposal and each proposal will be rated to determine if the requirements of the law are met. [Section 1229 c)(6)(A) and Section 202(c)] Although Kentucky has decided to continue keeping Tech Prep funds separate for the '09 fiscal year, the state reserves the right to combine funds after the '09 fiscal year.

2. Allocations to secondary career and technical education programs in local school districts and area technology centers are based upon the formula identified in the Act. Thirty percent of the funds allocated to secondary career and technical education programs is based on the number of children aged 5 through 17 who reside in the school district and 70 percent of the funds is based upon the number of families with children in the district who are in poverty. Each local school district that has an eligible career and technical education program will receive its proportionate share of the state allocation based on the state total of children aged

5 through 17 and the state total of families with children who are in poverty. The total secondary allocation for the state is $7,762,098. Area technology centers that serve secondary students receive proportionate funding from the local school districts that send students to the area technology center. The total number of students from a local school district enrolled in career and technical education programs is calculated by adding the number of students in the high school programs to the number of the local school district students enrolled in the area technology center. Funding to the area technology center is equal to the proportionate share of the students attending the area technology center from that particular local school district. If 50 percent of the local school district career and technical students attend the area technology center, 50 percent of the funds go to the area technology center to support students from that district. Funding to state operated area technology centers for 2008-2009 is $1,024,658. A few postsecondary community/technical colleges also serve secondary students from surrounding school districts. The allocation is calculated the same way as for state operated area technology centers. The amount of secondary funds to postsecondary community/technical colleges is $56,694. Total funds allocated to local school districts are $6,680,741.

The number of schools electing to participate in a tech prep consortium, the scope of the program, and the commitment to quality (i.e. meeting the accountability performance indicators) determines the funding level for tech prep request for proposals. All schools in the consortium must use the funds for the same purpose and must plan the activities to implement and evaluate in terms of the purpose in the proposal. [Section 131(g) and Section 202(c)]

3. Allocations to postsecondary institutions are based upon the number of students enrolled in career and technical education who have Pell Grants. Each institution will receive its proportionate share of the state allocation based upon the state total of students pursuing an associate degree, a diploma, or certificate and receiving financial assistance through the Pell Grant. This is an unduplicated count. The postsecondary allocation for 2008-2009 is $7,457,702.

   There are six universities that offer associate degrees and one community and technical college system that has sixteen community and technical colleges. The total allocation to the community and technical college system is $7,457,702. The allocations to each of the community and technical colleges range from $132,253 to $821,828. The total allocation to the universities is $723,450. One university does not always meet minimum allocation. The allocation for each of the six universities ranged from $12,529 to $177,730.

   Postsecondary institutions that participate in tech prep consortia usually are the fiscal agents. The fiscal agent for the consortium receives the grant award, and is responsible for coordinating all the activities to achieve the program improvements and requesting reimbursement in a timely manner for the approved activities for the consortium. The purpose for using the funds must result in program

improvements that better prepare students for continuing education and employment. Coordination also includes checking the articulation agreements with postsecondary institutions and assuring secondary students receive postsecondary credit for their secondary work. Each consortium is responsible for identifying its "best practices" and sharing with other tech prep consortia and basic grant programs of study. [Section 122(c)(6)(A) and Section 202(c)]

4. When a local educational agency allocation is $15,000 or less, the local educational agency will be encouraged to enter into a consortium with other local educational agencies to meet the minimum required funding, enter into an agreement with an area technology center, transfer allocation to the area technology center, or operate programs that are of sufficient size, scope and quality to be effective. If local educational agencies do not accept any of the above options, the eligible agency will require local educational agencies to form a consortium with other local educational agencies to reach a funding level of more than $15,000. One local educational agency will be the fiscal agent and coordinate all program improvement activities within the consortium. All partners in the consortium must participate in the same activities that are mutually beneficial to all. The consortium must address the required uses of funds before permissive uses of funds may be considered.

   The consortium must address integrating more fully academics into the technical content and daily instructional teaching/learning activities and activities to keep the teachers current with business and industry standards. To make the instruction relevant to the students, career and technical education teachers must integrate math, English, and science into the career and technical education curriculum. Based upon the identification of the common core academics, teachers must develop learning activities and instructional strategies to strengthen the academic knowledge and skills of career and technical education students through applied academics. Teachers must use technology as an instructional tool to make learning more relevant to the students. Each consortium will complete a local application that will address Section134 and Section 135.

   The eligible agency shall waive the requirement to enter into a consortium if the local educational agency is located in a rural, sparsely populated area or is a public charter school operating a secondary career and technical education programs, and demonstrates that the local educational agency is unable to enter into a consortium for the purpose of providing activities to improve career and technical education. [Section(c)(6)(B) [Section 202(c)]

   A rural sparsely populated area is an area that has 50 percent of it population living in a rural area as defined by the Census Bureau [Section 131(g)]

5. When postsecondary institutions do not meet the minimum required allocation, those Institutions will be given an opportunity to enter into a consortium to operate projects for all institutions in the consortium if the programs in the institutions are of sufficient

size, scope and quality to be effective. When an institution's minimum allocation is less than $50,000 and a consortium is not possible, the postsecondary allocation to eligible institutions (those institutions that had allocations of $50,000 or more) will be recalculated to notify each eligible institution of the allocation. Institutions with allocations less than $50,000 will be notified that they are not eligible for Perkins funds for that program year. [Section 122(c)(6)(B) [Section 202(c)]

6. There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education collaborates with the Kentucky Department of Education Title I coordinator to obtain the school district boundaries, the number of children living in the school district aged 5 to 17, and the number of families with incomes below poverty level that have children in the school district. Data provided by the Office of Vocational and Adult Education is also obtained to assure that the correct data is being used. Two independent school districts have merged with their county districts. The students will attend the county districts schools and will have no effect on the number of students from those counties. [Section 131(a)(3)]

7. Kentucky will use the formula outlined in Title I of the Act. [Section 131 (a) Section 132(a)]

B. Other Department Requirements

1. A detailed project budget is located in Part B of the Five-Year State Plan.

2. Secondary and postsecondary allocations for all eligible recipients follows the detailed budget in Part B of the five-year state plan. Local school districts with $15,000 or less will join a consortium unless they are a rural, sparsely populated area. Only postsecondary institutions located in a rural, sparsely populated area may request a waiver. Institutions located in a urban area without another institution to form a consortium will not qualify for funding. Those funds will be added in the total for reallocation.. Section 112(a) of the Act, as required by Section 131(a) and 132(a)

3. The formula used to distribute funds to secondary local school districts is as follows:
   - the number of children aged 5 to 17 living in the district ***plus***
   - the number of families with children whose income is at poverty level living in the district ***compared to***
   - the state total of children aged 5 to 17 living in school district ***plus***
   - the state total of families with children whose income is below poverty level.

   Thirty percent of the allocation will be based on the school district proportionate share of the state total for children aged 5 -17 living in the district. Seventy percent of the allocation is based on the school districts proportionate share of

the state total for families with children living below the poverty level who live in the district.

The formula used to distribute funds to postsecondary institutions is the proportionate share of state total of students receiving the following:
-number of students receiving Pell Grants

4. *Kentucky will <u>not</u> reserve 10 percent of the 85 percent funds allocated to secondary and postsecondary schools that offer career and technical education during the '09 fiscal year. However, Kentucky reserves the right to create a reserve fund at the end of any year. [Section 112(c)].*

5. Rural and sparsely populated areas have 50 percent of the population living in rural areas as defined by the Census Bureau. [Section 131(c)(2) or Section 132(a)(4)

C. Procedural Suggestions and Planning Reminders

Funds received under the Act will not be used to provide career and technical education to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [Section 315]

Kentucky will meet the maintenance of fiscal effort using aggregate expenditures for career and technical education.[Section 311(b)(1)(A)]

Funds made available under this Act will not be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]

Funds made available under the Act will not be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill, standard, or certificate of mastery. [Section 314(2)]

All funds made available under the Act will be used in accordance with the Act. [Section 6]

Funds made available under the Act for career and technical education activities will supplement, and not supplant, non-Federal funds expended to carry out career and technical activities and tech prep activities. [Section 311(a)]

Funds provided under the Act will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Section 322]

The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Section 324(a)]

Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Section 324(c)]

_____	_____
Date	Terry Holliday, Ph. D., Commissioner Department of Education
_____	_____
Date	David Karem, Chair Kentucky Board of Education

VIII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

Written and signed certification that provide—

(a) The Kentucky Board of Education is the eligible agency to submit the Kentucky State Transition Plan. {KRS 151B.025}[34 CFR 76.104(a)(1)] The administration, supervision, and operation of career and technical education are delegated to the State Director, Office of Career and Technical Education.

(b) The Office of Career and Technical Education has been delegated the authority under State law, KRS 151B.025 to administer, supervise, and operate career and technical education in the performance of the functions of the State under the Program. [34 CFR 76.104(a)(2)]

(c) The Office of Career and Technical Education may legally carry out the provisions of the plan. [34 CFR 76.104(a)(3)]

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

(e) Dr. Terry Holliday, Commissioner of the Department of Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

(f) David Karem, Chairman of the Kentucky Board of Education, has authority to submit the plan. {KRS 151B.025} [34 CFR 76.104(a)(6)]

(g) The Kentucky Board of Education has adopted or formally approved the plan on 2013. [34 CFR 76.104(a)(7)]

(h) The plan is the basis for Kentucky's operation and administration of the program. [34 CFR 76.104(a)(8)]

_____	_____
Date	Terry Holliday, Ph. D., Commissioner Department of Education
_____	_____
Date	David Karem, Chair Kentucky Board of Education

Other Assurances

Copies of the following documents are attached:

1. A copy of the Kentucky State Five Year Plan that was submitted to the Kentucky Board of Education on August , 2013 [Executive Order 12372; 34 CFR 79]

2. A completed and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements has been signed and is attached to the Kentucky Transition Plan.

3. A complete and signed Assurance for Non-Construction Programs Form is included in the Kentucky Five Year State Plan.

The signatures below assure that Kentucky will be in compliance with the following:

4. Kentucky will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]

5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]

6. Kentucky will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area <u>or</u> is a public charter school operating secondary school career and technical education programs <u>and</u> demonstrates that it is unable to enter into a consortium for purposes of providing services under Act. [Section 131(c)(2)]

7. Kentucky will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]

8. Kentucky and the eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon

written request, permit the participation in such programs of career and technical education secondary schools teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Section 317(a)]

9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]

10. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

_____	_____
Date	Terry Holliday, Ph. D., Commissioner Department of Education
_____	_____
Date	David Karem, Chair Kentucky Board of Education

C. Procedural Suggestions and Planning Reminders

Certification of a Drug-Free Workplace is included in the Kentucky Transition Plan.

Certification for complying with Debarment and Suspension (Nonprocurement) is included In the Kentucky Transition Plan.

Eligible recipients that have been excluded or disqualified from participating in career and technical education federal funding will not receive funds.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," The certification shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education decides to award the grant, cooperative agreement, loan or loan guarantee.

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1. **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Kentucky Office of Career and Technical Education	PR/AWARD NUMBER AND / OR PROJECT NAME V048A060017 Basic Grant
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE David Karem, Chair Kentucky Board of Education Terry Holliday, Ph. D., Commissioner of Department of Education	
SIGNATURE	DATE

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract _b__ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**2. Status of Federal Action:** a. bid/offer/application __a___ b. initial award c. post-award	**3. Report Type:** a. initial filing __a___ b. material change **For material change only:** Year _____ quarter _____ Date of last report_____
4. Name and Address of Reporting Entity: ____ Prime ___x__ Subawardee Tier_____, if Known: **Kentucky Office of Career and Technical Education** **500 Mero Street** **Frankfort, Kentucky 40601** **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Kentucky Office of Career and Technical Education** **500 Mero Street** **Frankfort, Kentucky 40601** **Congressional District, if known:**	
6. Federal Department/Agency: **U. S. Department of Education**	**7. Federal Program Name/Description:** **Carl Perkins Career and Technical Education Act of 2006** CFDA Number, *if applicable*: 84- 048 and 84-243 _____	
7. **Federal Action Number,** *if known:*	**9. Award Amount**, *if known:* Basic Grant $17,905,647 Tech Prep $1,862,268 **$**	
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):* None	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):* None	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** _____ **Print Name: _____** **Title: _____** **Telephone No.: _____ Date: _____**	
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. □□4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. □□1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. □794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. □□ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) □□ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. □□ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. □ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. □□1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. □□276a to 276a-7), the Copeland Act (40 U.S.C. □276c and 18 U.S.C. □□874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. □□ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. □□1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. □□7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. □□1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. □470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. □□469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. □□2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. □□4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, □Audits of States, Local Governments, and Non-Profit Organizations.□

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Chair, Kentucky Board of Education Commissioner, Department of Education
APPLICANT ORGANIZATION Kentucky Office of Career and Technical Education	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$17,905,647
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	$17,905,647
D. Local Formula Distribution (not less than 85%) (Line C x 85%)	$15,219,800
1. Reserve (not more than 10% of Line D)	$0
a. Secondary Programs (0% of Line D)	$0
b. Postsecondary Programs (0% of Line D)	$0
2. Available for formula allocations (Line D minus Line D.1)	$15,219,800
a. Secondary Programs (51% of Line D.2)	$7,762,098
b. Postsecondary Programs (49% of Line D.2)	$7,457,702
E. Leadership (not more than 10%) (Line C x10%)	$1,790,565
a. Nontraditional Training and Employment ($150,000)	
b. Corrections or Institutions ($179,056)	
F. State Administration (not more than 5%)(Line C x 5%)	$**895,282**
G. State Match (from non-federal funds)[1]	**$2,166,938**

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	$1,862,268
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B)	$1,862,268
D. Tech-Prep Funds Earmarked for Consortia	$1,769,155

a. Percent for Consortia
(Line D divided by Line C) [95%]

b. Number of Consortia 13

c. Method of Distribution (check one):

_____ Formula
X Competitive

E. Tech-Prep Administration	$93,113

a. Percent for Administration
(Line E divided by Line C) [5%]

I. Student Definitions

A. Secondary Level

Participants are students enrolled in the beginning sequence of courses leading to two credits in a career and technical education program that requires at least four credits to complete the program.
Concentrators are students who have successfully completed 50 percent of the four credits and are enrolled in the third or four credit course of a career and technical education program that requires at least four credits to complete the program.

B. Postsecondary/Adult Level

Participants—Students who are enrolled in a sequence of courses in a career and technical education major (program of study) and has completed 12 hours or less for credit toward a certificate, diploma, or associate degree. **Concentrators –Students who have completed 12 hours in a sequence of courses in a program of studies (major) and is enrolled in the 13th or beyond credit course in the program of study leading to a certificate, diploma or associate degree.**

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05 6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of senior concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of senior concentrators who took the ESEA assessments in **reading/language arts** and who have left secondary education in the reporting year.	**State and Local Administrative Records**	**B:27.69**	**L: 29.69** **A:**	**L: 31.69** **A:**

1S2 **Academic Attainment - Mathematics** **113(b)(2)(A)(i)**	**Numerator:** Number of seniors concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of senior concentrators who took the ESEA assessments in **mathematics** and who have left secondary education in the reporting year.	**State and Local Administrative Records**	**B:25.42**	**L: 27.42** **A:**	**L: 29.42** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05 6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of senior concentrators who passed the technical assessment tests and left secondary education in the reporting year. **Denominator:** Number of senior concentrators who took the technical assessment tests and left secondary education in the reporting year.	**State and Local Administrative Records**	**B:45.22**	**L:** **A:**	**L: 46.22** **A:**
3S1 Secondary School Completion ***113(b)(2)(A)(iii)(I-III)***	**Numerator: The number of senior concentrators who received a high school diploma, a general education development credential, or other state recognized equivalent during the reporting year.** **Denominator: Number of senior concentrators who received a high school diploma, a general education development credential, other state recognized equivalent and dropped out of high school in the reporting year.**	**State and Local Administrative Records**	**B:88.28**	**L:** **A:**	**L: 89.28** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
4S1 **Student Graduation Rates** **113(b)(2)(A)(iv)**	**Numerator:** Number of senior concentrators who graduated in the reporting year. (compare to state graduation rate for 04-05 latest available) **Denominator:** Number of concentrators who have left secondary education in the reporting year.	**State and Local Administrative Records**	**B:82.84%**	**L: 83.84%** **A:**	**L: 84.84** **A:**
5S1 **Secondary Placement** **113(b)(2)(A)(v)**	**Numerator: Number of concentrators who completed the program and graduated from high school and who entered postsecondary education or advanced training, entered the military, or was employed in the reporting year during the <u>second</u> quarter.** **Denominator: Number of concentrators who completed the program and graduated from high school in the preceding reporting year.**	**State and Local Administrative Records**	**B:90.12**	**L:** **A:**	**L: 90.62** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05 6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator: Number of nontraditional participants who enrolled in programs leading to employment in the occupations that employ less than 25 percent of one gender in the reporting year.** **Denominator: Number participants enrolled in programs leading to employment in occupations that employ less than 25 percent of one gender <u>and the number of participants who left the program in the reporting. year.</u>**	**State and Local Administrative Records**	**B:30.61**	**L:** **A:**	**L: 31.61** **A:**
Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator: Number of nontraditional concentrators who completed programs leading to employment in occupations that employ less than 25 percent of one gender.** **Denominator: Number students who completed programs leading to employment in occupations that employ less than 25 percent of one gender <u>and number of students (concentrators) who left the program in the reporting year.</u>**	**State and Local Administrative Records**	**B:20.87**	**L:** **A:**	**L. 21.87** **A.**

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05 6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator: Number of concentrators who passed the skill assessment tests in the reporting year <u>plus concentrators who completed the program and received or were eligible to receive a credential in the reporting year.</u>** **Denominator: Number of concentrators who took the skill assessment tests in the reporting year <u>plus concentrators who received or were eligible to receive a credential plus concentrators who left postsecondary education in the reporting year.</u>**	**State and Local Administrative Records**	**B:66.00**	**L:** **A:**	**L:68.40** **A:**

2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator: Number of concentrators who completed the programs and received <u>an industry-recognized credential</u> and concentrators who completed the program and received or was eligible to receive a credential, certificate, or degree in the reporting year.** **Denominator: Number of concentrators who completed the programs and received <u>an industry-recognized credential</u> and received or was eligible to receive a credential, certificate, or degree and who left postsecondary education in the reporting year.**	**State and Local Administrative Records**	**B:66.00**	**L:** **A:**	**L: 68.40** **A:**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator: Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs in the reporting year.** **Denominator: Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs plus the number of concentrators who leave the programs in the reporting year.**	**State and Local Administrative Records**	**B:55.00**	**L:** **A:**	**L: 56.00** **A:**

4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator: Number of concentrators who completed the program and graduated from the institution or was eligible for graduation/degree that entered the military service or apprenticeship programs, was employed or retained in employment, or employed or retained in employment that is high skill, high demand, or high wage occupations or professions in the second quarter.** **Denominator: Number of concentrators who completed the program and graduated or completed the program and was eligible for graduation in the preceding reporting year**	**State and Local Administrative Records**	**B:56.12**	**L:** **A:**	**L: 57.12** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05 6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator: Number of nontraditional participants enrolled in program leading to nontraditional employment in an occupation that employs less than 25 percent of one gender in the reporting year.** **Denominator: Number of participants enrolled in programs leading to nontraditional employment in an occupation that employs less than 25 percent of one gender and <u>participants who left postsecondary education in the reporting year.</u>**	**State and Local Administrative Data**	**B:12.96**	**L:** **A:**	**L: 13.96** **A:**
Nontraditional Completion 113(b)(2)(B)(v)	**Numerator: Number of nontraditional concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender in the reporting year.** **Denominator: Number of concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender and <u>the number of concentrators who left the program</u> in the reporting year.**	**State and Local Administrative Data**	**B:7.41**	**L:** **A:**	**L: 8.41** **A:**

APPENDIX A: LOCAL APPLICATION

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
July 1, 2008 – June 30, 2009

GENERAL INFORMATION

BACKGROUND

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 is designed to improve and expand services for students enrolled in career and technical education programs. ***The Act defines career and technical education programs as organized educational activities that offer a sequence of progressive courses composed of both academic and technical content***. These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high skill, high wage or high demand occupations. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

ROLE OF THE OFFICE OF CAREER AND TECHNICAL EDUCATON

The Office of Career and Technical Education is the sole state agency responsible for administering grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds to assure that the intent of the law is being met within the schools receiving Perkins funding. *Although Congress identifies the minimum requirements for funding use, the Office of Career and Technical Education has the authority to raise the standards.* This helps assure that schools are using funds for program development and improvement rather than program maintenance.

PURPOSE OF THE LOCAL APPLICATION

Each school eligible to receive funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Office of Career and Technical Education. The application tells us what you plan to do to improve career and technical education in your school during the next year, how you arrived at this decision, estimated costs, and how you plan to go about implementing and evaluating the improvements. The overall plan should be developed for a one-year period. The budget request is for 2008 - 2009 and the local plan shall cover July 1, 2008, to June 30, 2009.

USE OF FUNDS

Funds available to your school are based upon a formula mandated in the Perkins Act. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used to fund a project.

Perkins legislation identifies nine required activities for which funds are to be used in your school. Each of the activities identified on the following page must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs, not the maintenance of current programs. An example of program maintenance would be a request to pay a counselor's salary, the same salary that has been paid for the past five years. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high skill, high wage or high demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relates to changes in technology, increased student achievement or program improvement.

Required use of Funds

In order to be fully funded, the application for your school must address each of the following ***requirements*** of the Perkins legislation:

1. *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering internships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors*, including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high skill, high wage or high demand occupations.*

Permissible uses of Funds

If all nine of the above activities have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to develop or improve a program in order for the request to be considered. Permissible uses of funds requests must identify how the funding will be used. For example, if the funding is requested for

mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They are listed below.

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
2. Provide career guidance and academic counseling.
3. Support local business and education partnerships.
4. Provide programs for special populations.
5. Assist vocational student organizations that are an integral part of the program.
6. Provide mentoring and support services.
7. Lease, purchase and upgrade equipment.
8. Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.
9. Develop and expand postsecondary offerings, including distance education.
10. Develop initiatives to facilitate transition from two year to four year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
11. Support entrepreneurship education and training.
12. Develop or improve curriculum, particularly for high skill, high wage or high demand occupations.
13. Develop and support career-themed learning communities.
14. Support family and consumer science education.
15. Provide programs for adults and school dropouts to complete secondary education.
16. Provide services for placement in employment and further education.
17. Support nontraditional training and employment.
18. Support automotive technologies training.
19. Pool a portion of funds with other recipients for innovative initiatives.
20. Other activities consistent with purposes of this Act.

COMPLETING THE APPLICATION

In order to receive funding, the completed application should be mailed or faxed (502) 564-4800 to Debora Almgren at: Kentucky Office of Career and Technical Education, Capital Plaza Tower - 20th Floor, 500 Mero Street, Frankfort, KY 40601 by June 1, 2008. Please contact Debora at (502) 564-4286 if you have questions regarding preparation of the application.

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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INSTRUCTIONS

The application consists of several sections. Directions are provided for each section and examples are provided where necessary. It is important that you provide detailed information for each section so that someone reading your application can clearly envision what you would like to achieve through the use of these funds. The budget should include line item entries that can be linked to each objective in order for funding to be assured.

***COVER SHEET*:** List the name and type of school applying for funds, the school's address, the name of the person primarily responsible for preparing the application, phone and fax numbers, and e-mail address.

PLANNED USE OF FUNDS: This document tells us what you want to do, how you plan to do it, how much it will cost, and how you will determine if the effort was successful. ***A "Planned Use of Funds" form must be completed for each objective for which you are requesting funding.*** The objective must state what you plan to accomplish in measurable terms. For example, "Revise the curriculum for three courses (identify the three courses) so that the overall program curriculum meets industry standards." Identify the program affected, current enrollment in the program and the amount requested to fund the project. The "Justification" section explains how the objective will improve career and technical education for students. It also identifies ways in which the improvement will meet the objectives of the Perkins Act. For each objective, you must also indicate the accountability goal for which the money will directed.

The "Budget Summary" is set up in a line item format. You must break down the total dollars requested into categories that clearly identify how the money will be spent and how the purchase of the item will result in meeting the objective. For example, if money is being requested to pay a substitute teacher to cover classes while a teacher is participating in industry exchange, the item would be entered as follows:

> CATEGORY/DESCRIPTION: Substitute Teacher Salary
> HOW ITEM WILL BE USED TO MEET OBJECTIVE: Substitute will teach Automotive Technology class while instructor is participating in industry staff exchange at Toyota for 10 days
> COST: $750.

If the software or instructional materials are to be purchased, indicate how they will help increase student learning and how they will help make the program better than it is now. Funds requested for support services for special populations should specifically identify the service to be provided such as "hire a tutor for three ESL students" or "pay for printing large print textbooks for two sight-impaired students." Funds may not be used for remediation or developmental studies; the funds must be used to facilitate student learning.

Finally, the "Uses of Funds" section identifies one or more of the nine allowable uses of funds this objective addresses. Keep in mind that funding from the Perkins Act is intended to assist schools in developing or improving vocational technical education programs for students. If you request permissible funds, you must identify the specific permissible use. The nine required uses and 20 permissible uses are identified in the "General Information" portion of the packet.

At least one objective must address the integration of academic and career technical education. 10% of your overall Perkins Basic Grant Allocation must be utilized in the improvement of integrated instruction. If integration activities are occurring at the school and being paid with funding from another source, the activities and their funding source must be identified and justification provided before this 10% requirement will be waived.

NARRATIVE: The "Narrative" section provides specific information about the career and technical education programs available in the school and how Perkins funding is allowing for program development or improvement to better meet the needs of students. The Act requires the information requested in items 1 - 15 be provided by each school in order to receive consideration of a funding request. (Section 134) Please be very specific and detailed when responding to the questions.

STATEMENT OF ASSURANCES: The "Statement of Assurances" must be completed by each eligible recipient who applies for funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The statement provides the assurance that all requirements have been met. This section of the application must be signed by the school administrator.

APPENDIX A -- PROGRAMS OF STUDY: In order to receive Perkins funding, a school must have at least one program of study in place. A program of study is a coherent, articulated sequence of rigorous academic and career/technical courses, including dual credit opportunities, leading to postsecondary degrees and industry recognized certifications and/or licensures. Several career pathways have been developed by joint secondary and post-secondary committees and are available on our website www.kytech.ky.gov. Should you choose to develop a career pathway for a particular program in your school, you will want to develop a course sequence identical to the one found in Standard 7A of the current Program Assessment Document. The course sequence should list the academic and technical courses on the secondary level along with the non-duplicated postsecondary courses a student would take in order to obtain a postsecondary degree or industry recognized certification/licensure.

APPENDIX B – ADVISORY COMMITTEE MEMBERS: Identify members of your advisory committee by program. Business and industry representatives who hire students from the program receiving Perkins funding make up the Program Advisory Committee. They would be in a position to determine if the equipment, instructional techniques, and instructional materials purchased with Perkins funding made a

positive impact on the students they hired. If your school did not have input from a committee in the development of the application, you must explain why the committee concept was not used.

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COVER SHEET

Name of Educational Institution: _____

Address: _____
Street

_____
City **Zip**

Type of Educational Institution: ___ **Secondary**

___ **Postsecondary**

___ **Secondary & Postsecondary**

Contact Person(s) for Perkins Funding Questions:

_____

Phone: _____ **Phone:** _____

Fax: _____ **Fax:** _____

E-mail: _____ **E-mail:** _____

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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PLANNED USE OF FUNDS: Integration

Objective: _____

Program(s) Affected: _____ **Current Enrollment:** _____ **Amount Requested: $**_____

JUSTIFICATION

1. Identify the performance indicator for which this funding will be directed.

2. How did you determine that this expenditure was a relevant need in the program?

3. Using a timeline, describe the process to be used to develop the integration project.

BUDGET SUMMARY

Using the line item budget below, identify each item requested and it's estimated cost.

CATEGORY/DESCRIPTION	COST
Curriculum/Program of Studies/Assessment	
1.	
Professional Development Activities	
1.	
Instructional Materials	

1. **Stipends/ Salaries** 1. **Support Services** 1. **Equipment/Software** **1.** **Other: Describe** 1.	
TOTAL	

USES OF FUNDS

Required Use (Identify use) _____

Permissible Use (Identify use) _____

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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PLANNED USE OF FUNDS

Objective: _____

Program(s) Affected: _____ **Current Enrollment:** _____ **Amount Requested: $**_____

JUSTIFICATION

1. Identify the performance indicator for which this funding will be directed.
2. How will this expenditure impact or improve the program?
3. How did you determine that this expenditure was a relevant need in the program?
4. Are articulation agreements in place for this program(s)? ___ Yes ___ No
5. Is a program of studies in place for this program(s)? ___ Yes ___ No

BUDGET SUMMARY

Using the line item budget below, identify each item requested and it's estimated cost.

CATEGORY/DESCRIPTION	COST
Curriculum/Program of Studies/Assessment	
1.	
Professional Development Activities	
1.	
Instructional Materials	

1. **Stipends/ Salaries** 1. **Support Services** 1. **Equipment/Software** **1.** **Other: Describe** 1.	
TOTAL	

USES OF FUNDS

Required Use (Identify use) _____

Permissible Use (Identify use) _____

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NARRATIVE

Please respond to each of the following items. Be specific and provide detailed information in your response.

1. How will CTE programs be carried out and activities designed to assist students in meeting state and local adjusted levels of performance?

2. What is the school's time line for developing programs of study?

3. Identify integration activities in place that are improving the academic and technical skills of students.

4. How can you, as the school administrator, ensure that CTE students are taught the same rigorous standards as are taught to all other students?

5. Do instructors encourage their students to enroll in rigorous and challenging core academic subjects? Explain.

6. It is important that students be provided with a broad range of information, skills and practical experiences for the career field they have chosen. What techniques are being used at your school

to provide students with knowledge and experience about all aspects of the industry the student has chosen to enter?

7. How will comprehensive and sustainable professional development be provided to promote the integration and alignment of rigorous content, challenging academic standards, and relevant career technical education? This includes academics, guidance, and administration.

8. How are stakeholders (parents, students, business and industry) involved in the development, implementation and evaluation of CTE programs? How are they informed about changes to the Perkins requirements?

9. How does the school provide technical education programs of such size, scope, and quality to bring about improvement in the overall quality of Kentucky CTE?

10. What local process is used to evaluate and continuously improve the school's performance?

11. Special population students should meet performance levels and be successful in activities preparing them for high skill, high wage or high demand occupations. How will CTE programs be reviewed and strategies identified to assist these students in meeting these goals?

12. Describe how discrimination against special populations is being prevented.

13. How will funds be used to promote preparation for nontraditional fields?

14. Describe the career guidance and academic counseling provided to CTE students, including linkages to future education and training opportunities.

15. Describe efforts to recruit and retain CTE teachers. Identify the procedures currently in place to ease new teacher transition from business and industry to the classroom.

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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STATEMENT OF ASSURANCES

_____

Eligible Recipient (Educational Institution Requesting Funding)

The applicant hereby assures the Kentucky Board of Education of the following:

1. All funds made available under this Act will be used in accordance with this Act {Section 6}

2. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.

3. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. {Section 314(a)}

4. Maintenance of fiscal effort will be maintained on an aggregate expenditure basis. {Section 311(b)(1)(A)}

5. Federal funds made available shall be used to supplement not supplant, non-federal funds expended to carry out career and technical education programs. {Section 311(a)}

6. To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the career and technical education programs assisted under Section 2.

7. Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their gender. {Section 124(5)}

8. No funds provided under this Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state. {Section 322}

9. The portion of any student financial assistance received under this Act that is available for attendance costs described in subsection (Section 325(b)} shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal Funds. {Section 324(a)}

10. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act. Funds made available under this Act may be used to pay for the costs of services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education {Section 324(c)}

11. The school does not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. Students who are members of the special populations will not be discriminated against on the basis of their status as members of special populations. {Section 316}

12. Sufficient information will be provided to the Kentucky Office of Career and Technical Education to enable the Office to comply with the reporting requirements specified in the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.

13. The grantee certifies that it will provide a drug-free workplace.

CERTIFICATION

I do hereby certify that the above assurances will be complied with and programs, services, and activities approved will be conducted in accordance with the Federal Acts, the Regulations, and the State Plan for Career and Technical Education.

I further agree that funds will be used as stipulated in the application.

I further certify to the best of my knowledge and belief that: (a) no Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of a Member of Congress in connection with making of any Federal grant, the entering of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; (b) if any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant, the undersigned shall complete and submit Stand Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who

fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure; (c) the undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

I do hereby certify that to the best of my knowledge that all information contained in this application is true and correct.

_____ _____

Chief School Administrator (signature) Date

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APPENDIX A – PROGRAMS OF STUDY

Identify each CTE program available at the school and indicate whether or not a program of study is currently available for students. If a program of study is available, it must be attached.

CTE PROGRAM	PROGRAM OF STUDY AVAILABLE
_____	_____YES _____NO
_____	_____YES _____NO
_____	_____YES _____NO
_____	_____YES _____NO
_____	_____YES _____NO

_____ _____YES _____NO

_____ _____YES _____NO

_____ _____YES _____NO

_____ _____YES _____NO

_____ _____YES _____NO

APPENDIX B – ADVISORY COMMITTEES

For each CTE program offered, identify members of the programs Advisory Committee.

APPENDIX B: TECH PREP RFP

KENTUCKY TECH PREP

REQUEST FOR PROPOSAL

FORM

(RFP)

2008-2009

SECONDARY AND POSTSECONDARY ALLOCATIONS

Local Board Allocations

LEA 2009 Carl Perkins Basic Grant			Poor				
District (ASTENR)	**Children in LEA 30%**	**Amount Allocation**	**Children 70%**	**Amount Allocation**	**Total Allocation**	Total Allocation	05 Census Data
Adair	2,879	$9,371	887	$33,137	42,508		
Allen	3,342	$10,878	742	$27,720	38,598		
Anchorage Ind	688	$2,239	21	$785	3,024		
Anderson	3,895	$12,678	395	$14,757	27,434		
Ashland Ind	3,426	$11,151	847	$31,643	42,794		
Augusta Ind	256	$833	54	$2,017	2,851		
Ballard	1,316	$4,283	257	$9,601	13,885		
Barbourville Ind	425	$1,383	177	$6,612	7,996		
Bardstown Ind	2,306	$7,506	543	$20,286	27,791		
Barren	4,510	$14,680	874	$32,651	47,331		
Bath	1,975	$6,428	599	$22,378	28,806		
Beechwood Ind	1,214	$3,951	59	$2,204	6,156		
Bell	2,996	$9,752	1205	$45,017	54,769		
Bellevue Ind	1,105	$3,597	234	$8,742	12,339		
Berea Ind	963	$3,134	219	$8,182	11,316		
Boone	19,651	$63,962	1627	$60,782	124,744		
Bourbon	2,623	$8,538	513	$19,165	27,703		
Bowling Green Ind	3,247	$10,569	883	$32,988	43,556		
Boyd	3,579	$11,649	628	$23,461	35,110		
Boyle	2,511	$8,173	372	$13,897	22,070		
Bracken	1,269	$4,130	158	$5,903	10,033		
Breathitt	2,691	$8,759	1031	$38,517	47,276		
Breckinridge	3,105	$10,106	719	$26,861	36,967		
Bullitt	13,583	$44,211	1423	$53,161	97,372		
Burgin	423	$1,377	47	$1,756	3,133		
Butler	2,333	$7,594	532	$19,875	27,468		
Caldwell	2,066	$6,725	440	$16,438	23,162		
Calloway	3,474	$11,308	620	$23,162	34,470		
Campbell	6,709	$21,837	547	$20,435	42,272		
Campbellsville Ind	1,281	$4,170	430	$16,064	20,234		
Carlisle	852	$2,773	165	$6,164	8,937		
Carroll	1,821	$5,927	360	$13,449	19,376		
Carter	4,737	$15,418	1260	$47,072	62,490		
Casey	2,785	$9,065	943	$35,229	44,294		
Caverna Ind	939	$3,056	294	$10,983	14,040		

Christian	11,748	$38,238	2734	$102,138		140,377	
Clark	6,043	$19,669	1039	$38,816		58,485	
Clay	4,235	$13,784	1788	$66,797		80,582	
Clinton	1,509	$4,911.64	517	$19,314.38		24,226.02	
Cloverport Ind	207	$674	68	$2,540		3,214	
Corbin Ind	1,896	$6,171	523	$19,539		25,710	
Covington Ind	6,237	$20,301	1678	$62,688		82,988	
Crittenden	1,464	$4,765	382	$14,271		19,036	
Cumberland	1,152	$3,750	366	$13,673		17,423	
Danville Ind	2,118	$6,894	443	$16,550		23,444	
Daviess	11,777	$38,333	1478	$55,216		93,549	
Dawson Springs	447	$1,455	156	$5,828		7,283	
Dayton	1,139	$3,707	309	$11,544		15,251	
E. Bernstadt Ind	203	$661	55	$2,055		2,715	
Edmonson	1,973	$6,422	489	$18,268		24,690	
Elizabethtown Ind	1,815	$5,908	328	$12,254		18,161	
Rec from W Point		$0		$0	0	0	
Total E'town		$0		$0	0	0	
Elliott	1,210	$3,938	420	$15,691		19,629	
Eminence	503	$1,637	97	$3,624		5,261	
Erlanger-Elsmere	2,881	$9,377	459	$17,148		26,525	
Estill	2,559	$8,329	877	$32,763		41,093	
Fairview Ind	616	$2,005	124	$4,632		6,637	
Fayette	40,071	$130,427	6394	$238,871		369,298	
Fleming	2,573	$8,375	652	$24,358		32,733	
Floyd	6,786	$22,088	2391	$89,324		111,412	
Ft Thomas Ind	2,993	$9,742	197	$7,360		17,102	
Sub-total	225,130	$732,774	$44,069	$1,646,355		$2,379,129	
LEA 2009 Carl Perkins Basic Grant			**Poor**				
District	**Children in LEA 0**	**Amount Allocation**	**Children 70%**	**Amount Allocation**			Allocation Allocation
Frankfort Ind	742	$2,415	181	$6,762		9,177	
Franklin	6,846	$22,283	930	$34,743		57,026	
Fulton	790	$2,571	248	$9,265		11,836	
Fulton Ind	443	$1,442	187	$6,986		8,428	
Gallatin	1,653	$5,380	372	$13,897		19,278	
Garrard	2,841	$9,247	555	$20,734		29,981	
Glasgow Ind	1,823	$5,934	580	$21,668		27,602	
Grant	4,331	$14,097	718	$26,823		40,920	
Graves	5,030	$16,372	966	$36,088		52,461	
Grayson	4,263	$13,876	1262	$47,147		61,022	

Green	1,839	$5,986	459	$17,148	23,133
Greenup	3,268	$10,637	970	$36,238	46,875
Hancock	1,661	$5,406	233	$8,705	14,111
Hardin	14,370	$46,773	2174	$81,218	127,990
Harlan	5,038	$16,398.16	1978	$73,895.26	90,293
Harlan Ind	521	$1,696	186	$6,949	8,644
Harrison	3,207	$10,438	596	$22,266	32,704
Hart	2,804	$9,127	871	$32,539	41,666
Hazard Ind	788	$2,565	339	$12,665	15,229
Henderson	7,737	$25,183	1311	$48,977	74,160
Henry	2,307	$7,509	350	$13,076	20,585
Hickman	817	$2,659	186	$6,949	9,608
Hopkins	7,476	$24,334	1789	$66,834	91,168
Jackson	2,428	$7,903	877	$32,763	40,666
Jackson Ind	178	$579	61	$2,279	2,858
Jefferson	120,831	$393,292	18430	$688,519	1,081,811
Jenkins Ind	575	$1,872	216	$8,069	9,941
Jessamine	8,000	$26,039	1253	$46,810	72,849
Johnson	3,371	$10,972	1016	$37,956	48,929
Kenton	17,139	$55,786	1349	$50,397	106,182
Knott	2,931	$9,540	1006	$37,583	47,123
Knox	5,220	$16,991	2287	$85,439	102,430
Larue	2,354	$7,662	460	$17,185	24,847
Laurel	9,734	$31,683	2457	$91,790	123,473
Lawrence	2,812	$9,153	1086	$40,571	49,724
Lee	1,175	$3,825	507	$18,941	22,765
Leslie	2,009	$6,539	770	$28,766	35,305
Letcher	3,336	$10,858	1076	$40,198	51,056
Lewis	2,453	$7,984	883	$32,988	40,972
Lincoln	4,483	$14,592	1064	$39,750	54,341
Livingston	1,535	$4,996	284	$10,610	15,606
Logan	3,804	$12,382	650	$24,283	36,665
Ludlow Ind	1,111	$3,616	186	$6,949	10,565
Lyon	948	$3,086	143	$5,342	8,428
Madison	11,119	$36,191	2032	$75,913	112,104
Magoffin	2,394	$7,792	1026	$38,330	46,122
Marion	3,296	$10,728	759	$28,355	39,083
Marshall	4,725	$15,379	684	$25,553	40,933
Martin	2,319	$7,548	1153	$43,074	50,623
Mason	2,907	$9,462	635	$23,723	33,185
Mayfield Ind	1,604	$5,221	553	$20,659	25,880

Mccracken	7,337	$23,881	1104	$41,244	65,125
Mccreary	3,284	$10,689	1599	$59,736	70,425
Mclean	1,665	$5,419	316	$11,805	17,225
Meade	5,037	$16,395	601	$22,453	38,847
Menifee	1,121	$3,649	410	$15,317	18,966
Mercer	3,385	$11,018	624	$23,312	34,330
Metcalfe	1,780	$5,794	519	$19,389	25,183
Middlesboro Ind	1,648	$5,364	651	$24,320	29,684
Monroe	1,951	$6,350	540	$20,174	26,524
sub-total	332,594	$1,082,558	66,708	$2,492,116	$3,574,674

LEA 2009 Carl Perkins Basic Grant					
District	**Children in LEA 0**	**Amount Allocation**	**Poor Children 70%**	**Amount Allocation**	
Montgomery Co	4,244	$13,814	905	$33,810	47,623
Monticello Ind	731	$2,379	301	$11,245	13,624
Morgan	2,207	$7,184	764	$28,542	35,726
Muhlenberg	5,025	$16,356	1280	$47,819	64,175
Murray Ind	1,084	$3,528	237	$8,854	12,382
Nelson	5,532	$18,006	619	$23,125	41,131
Newport Ind	3,067	$9,983	1066	$39,824	49,807
Nicholas	1,160	$3,776	282	$10,535	14,311
Ohio	4,051	$13,186	986	$36,836	50,021
Oldham	10,057	$32,734	462	$17,260	49,994
Owen	2,041	$6,643	415	$15,504	22,147
Owensboro Ind	4,757	$15,484	1260	$47,072	62,555
Owsley	767	$2,497	459	$17,148	19,644
Paducah Ind	3,337	$10,862	1222	$45,652	56,514
Paintsville Ind	565	$1,839	215	$8,032	9,871
Paris Ind	960	$3,125	286	$10,685	13,809
Pendleton	2,977	$9,690	526	$19,651	29,340
Perry	4,091	$13,316	1650	$61,642	74,957
Pike	10,151	$33,040	2640	$98,627	131,667
Pikeville Ind	919	$2,991	281	$10,498	13,489
Pineville Ind	340	$1,107	169	$6,314	7,420
Powell	2,382	$7,753	749	$27,982	35,735
Pulaski	8,008	$26,065	2131	$79,611	105,676
Rec from Sci Hill		$0		$0	0
Total Pulaski		$0		$0	0
Raceland Ind	722	$2,350	148	$5,529	7,879
Robertson	409	$1,331	101	$3,773	5,104

Rockcastle	2,814	$9,159	869	$32,465	41,624	
Rowan	3,113	$10,132	750	$28,019	38,151	
Russell	2,710	$8,821	850	$31,755	40,576	
Russell Ind	2,064	$6,718	393	$14,682	21,400	
Russellville Ind	1,093	$3,558	364	$13,599	17,156	
Science Hill	201	$654	52	$1,943	2,597	
Scott	7,240	$23,565	845	$31,568	55,133	
Shelby	6,652	$21,652	804	$30,036	51,688	
Silver Grove Ind	271	$882	45	$1,681	2,563	
Simpson	3,228	$10,507	573	$21,406	31,913	
Somerset Ind	1,414	$4,602	417	$15,579	20,181	
Southgate Ind	489	$1,592	53	$1,980	3,572	
Spencer	2,873	$9,351	288	$10,759	20,111	
Taylor	2,540	$8,267	477	$17,820	26,087	
Todd	2,237	$7,281	514	$19,202	26,484	
Trigg	2,241	$7,294	344	$12,851	20,146	
Trimble	1,682	$5,475	290	$10,834	16,309	
Union	2,833	$9,221	503	$18,791	28,012	
Walton Verona I	1,139	$3,707	114	$4,259	7,966	
Warren	12,762	$41,539	1949	$72,812	114,351	
Washington	2,001	$6,513	380	$14,196	20,709	
Wayne	2,854	$9,289	862	$32,203	41,493	
Webster	2,359	$7,678	463	$17,297	24,975	
West Point I	156	$508	40	$1,494	2,002	
Whitley	4,333	$14,103	1772	$66,199	80,303	
Williamsburg Ind	737	$2,399	350	$13,076	15,474	
Williamstown Ind	558	$1,816	91	$3,400	5,216	CK Program
Wolfe	1,259	$4,097.91	614	$22,938.17	27,036	
Woodford	4,263	$13,876	444	$16,587	30,463	
KSD				$0	0	
CHR-DSS					0	
sub total	157,700	$513,297	34,664	$1,294,998	$1,808,294	
Totals	715,424	$2,328,629	145,441	$5,433,469	$7,762,098	
2006 Title I C		$7,762,098				

LEA 2005 Carl Perkins Basic Grant			**Poor**	
District	**Children in LEA**	**Amount Allocation**	**Children**	**Amount Allocation**

KSB		$0
KSD		$0
CHR-DHS	0	$0
CHR-DSS	0	$0
TOTAL	0	$0

LSD's plus State Facil

$7,762,098

The following elementary districts have their allocations transferred to secondary districts

Elem District				
Science Hill	$2,597	Pulaski – 100 %	$108,273	108,273
Westpoint	$2,002	E'town – 100 %	$20,163	20,163
East Bernstadt	$2,715	Laurel – 100 %	$126,189	126,189
Anchorage	$3,024	Jefferson – 100%	$1,084,835	1,084,835
Southgate	$3,572	Newport – 50%,	$51,593	51593
		Campbell – 25%	43,165	43,165
		Ft. Thomas – 25%	$17,994	17994

Secondary Allocations to Area Technology Centers and Community Technical Colleges

FY 2009 CDP Estimated

SCHOOL NAME	06-07 Data Home District # Voc	Data # Voc to AVEC	From Tot Dist + AVEC HS	Program % District Voc Ed to AVEC	Rosters Initial District Allocation	$ to Trans to AVEC	Allocation IC 0.01%	Final AVEC $	Final District $
ATC's									
Fulton Co ATC									
Fulton Co	215	198	413	47.94%	$11,836	$5,674	($56)	**$5,618**	$6,162
Fulton Ind	146	14	160	8.75%	$8,428	$737	($7)	**$730**	$7,691
Hickman Co	217	12	229	5.24%	$9,608	$503	($5)	**$498**	$9,105
School Total	578	224	802	27.93%	$29,872	$6,914	($68)	**$6,846**	$22,958
Mayfield ATC									
Carlisle Co	264	27	291	9.28%	$8,937	$829	($8)	**$821**	$8,108
Graves Co	1059	231	1290	17.91%	$52,461	$9,396	($93)	**$9,303**	$43,065
Mayfield Ind	196	114	310	36.77%	$25,880	$9,516	($94)	**$9,422**	$16,364
School Total	1519	372	1891	19.67%	$87,278	$19,741	($195)	$19,546	$67,537
Murray ATC									
Calloway Co*	794	258	1052	24.52%	$34,470	$8,452	($84)	**$8,368**	$26,018
Murray Ind	400	51	451	11.31%	$12,382	$1,400	($14)	**$1,386**	$10,982
School Total	1194	309	1503	20.56%	$46,852	$9,852	($98)	**$9,754**	$37,000
Paducah ATC									
Graves Co	1266	24	1290	1.86%	$52,461	$976	($10)	**966**	$51,485
McCracken Co	1502	140	1642	8.526%	$65,125	$5,553	($55)	**$5,498**	$59,572
Paducah Ind	199	120	319	37.62%	$56,514	$21,261	($211)	**$21,050**	$35,253

School Total	2967	284	3251	8.74%	$174,100	$27,790	($276)	**$27,514**	$146,310
Caldwell Co ATC									
Caldwell Co	434	145	579	25.04%	$23,162	$5,800	($57)	**$5,743**	$17,362
Crittenden Co	378	31	409	7.58%	$19,036	$1,443	($14)	**$1,429**	$17,593
Dawson Springs Ind	138	16	154	10.39%	$7,283	$757	($7)	**$750**	$6,526
Lyon Co	248	47	295	15.93%	$8,428	$1,343	($13)	**$1,330**	$7,085
Webster	787	27	814	3.32%	$24,975	$829	($8)	**$821**	$24,146
Trigg Co	552	3	555	0.54%	$20,146	$109	($1)	**$108**	$20,037
School Total	2537	269	2806	9.59%	$103,030	$10,281	($100)	$10,181	$92,749
Muhlenberg Co ATC									
Muhlenberg Co	1125	134	1259	10.643%	$64,175	$6,830	($68)	**$6,762**	$57,345
Daviess County	2419	18	2437	0.739%	$93,549	$691	($7)	**$684**	$92,858
McLean County	316	3	319	0.940%	$17,225	$162	($2)	**$160**	$17,063
Owensboro	971	5	976	0.512%	$62,555	$320	($3)	**$317**	$62,235
School Total	4831	160	4991	3.21%	$237,504	$8,003	($80)	7923	$229,501
Webster Co ATC									
Webster Co	506	308	814	37.84%	$24,975	$9,451	($94)	**$9,357**	$15,524
School Total	506	308	814	37.84%	$24,975	$9,451	($94)	$9,357	$15,524
Ohio Co ATC									
Ohio Co	888	588	1476	39.84%	$50,021	$19,928	($197)	**$19,731**	$30,093
Butler County	683	9	692	1.30%	$27,486	$357	($4)	**$353**	$27,129
School Total	1571	597	1476	40.45%	$77,507	$20,285	($201)	**$20,084**	$57,222
Barren Co ATC									
Barren Co	870	505	1375	36.73%	$47,331	$17,385	($172)	**$17,213**	$29,946
Caverna Ind	239	1	240	0.42%	$14,040	$59	($1)	**$58**	$13,981
Glasgow Ind	291	19	310	6.13%	$27,602	$1,692	($17)	**$1,675**	$25,910
Hart Co	717	22	739	2.98%	$41,666	$1,242	($12)	**$1,230**	$40,424
Metcalf Co*	467	123	590	20.85%	$25,183	$5,251	($52)	**$5,199**	$19,932
School Total	2584	670	3254	20.59%	$155,822	$25,629	($254)	**$25,375**	**$130,193**

Monroe Co ATC									
Monroe Co	280	456	736	61.96%	$26,524	$16,434	($163)	**$16,271**	$10,090
School Total	280	456	736	61.96%	$26,524	$16,434	($163)	$16,271	$10,090
					$0				
Russellville ATC									
Logan Co	943	254	1197	21.22%	$36,665	$7,780	($77)	**$7,703**	$28,885
Russellville Ind	180	204	384	53.13%	$17,156	$9,115	($90)	**$9,025**	$8,041
Todd Co	496	14	510	2.75%	$26,484	$728	($7)	**$721**	$25,756
School Total	1619	472	2091	22.57%	$80,305	$17,623	-174	**$17,449**	**$62,682**
Butler Co ATC									
Butler County	485	207	692	29.91%	$27,468	$8,216	($81)	**$8,135**	$19,252
School Total	476	207	683	30.31%	$27,468	$8,326	($82)	**$8,244**	$19,142
Warren Co ATC									
Bowling Green Ind	672	5	677	0.74%	$43,556	$322	($3)	**$319**	$43,234
Edmonson County	368	15	383	3.92%	$24,690	$968	($10)	**$958**	$23,722
Warren County	2566	168	2734	6.14%	$114,351	$7,021	($70)	**$6,951**	$107,330
School Total	3606	188	3794	4.96%	$182,597	$8,311	($82)	**$8,228**	**$174,286**
Breckinridge Co ATC									
Breckinridge Co	550	429	979	43.82%	$36,967	$16,199	($160)	**$16,039**	$20,768
Cloverport Ind	11	6	17	35.29%	$3,214	$1,134	($11)	**$1,123**	$2,080
Hancock County	415	167	582	28.69%	$14,111	$4,048	($40)	**$4,008**	$10,063
School Total	976	602	1578	38.15%	$54,292	$21,381	($211)	$21,170	$32,911
Marion Co ATC									
Marion Co	740	384	1124	34.16%	$39,083	$13,351	($132)	**$13,219**	$25,732
Washington Co	574	113	687	16.45%	$20,709	$3,407	($34)	**$3,373**	$17,302
School Total	1314	497	1811	27.44%	$59,792	$16,758	($166)	**$16,592**	**$43,034**
Meade Co ATC									
Meade Co	1256	338	1594	21.20%	$38,847	$8,236	($82)	**$8,154**	$30,611
School Total	1256	338	1594	21.20%	38847	8236	-82	$8,154	$30,611

Nelson Co ATC									
Bardstown Ind	249	18	267	6.74%	$27,791	$1,873	($19)	**$1,854**	$25,918
Nelson Co	808	618	1426	43.34%	$41,131	$17,826	($176)	**$17,650**	$23,305
School Total	1057	636	1693	37.57%	$68,922	$19,699	($195)	**$19,504**	**$49,223**
Bullitt Co ATC									
Bullitt Co	2087	311	2398	12.97%	$97,372	$12,629	($125)	**$12,504**	$84,743
School Total	2087	311	2398	12.97%	$97,372	$12,629	($125)	**$12,504**	$84,743
							$0		
Shelby Co ATC									
Spencer Co	547	16	563	2.84%	$20,111	$571	($6)	**$565**	$19,540
Eminence Ind.	73	7	80	8.75%	$5,261	$460	($5)	**$455**	$4,801
Henry Co	485	58	543	10.68%	$20,585	$2,198	($22)	**$2,176**	$18,387
Shelby Co	874	737	1611	45.75%	$51,688	$23,647	($234)	**$23,413**	$28,041
School Total	1979	818	2797	29.25%	$97,645	$26,876	($267)	$26,609	$70,769
Boone Co ATC									
Boone Co*	3285	166	3451	4.81%	$124,744	$6,000	($59)	**$5,941**	$118,744
Walton Verona Ind*	368	8	376	2.13%	$7,966	$170	($2)	**$168**	$7,796
Grant Co*	1102	35	1137	3.08%	$40,920	$1,260	($12)	**$1,248**	$39,660
Williamstown HS	0	7	7	100.00%	$5,216	$5,216	($52)	**$5,164**	$0
School Total	4755	216	4971	4.35%	$178,846	$7,430	($73)	**$12,521**	**$166,200**
McCormick ATC									
Bellevue Ind*	87	9	96	9.38%	$12,339	$1,157	($11)	**$1,146**	$11,182
Campbell Co*	1136	201	1337	15.03%	$43,165	$6,488	($64)	**$6,424**	$36,677
Ft. Thomas Ind*	474	9	483	1.86%	$17,994	$335	($3)	**$332**	$17,659
Newport Ind*	507	1	508	0.20%	$51,593	$103	($1)	**$102**	$51,490
Silver Grove Ind	47	2	49	4.08%	$2,563	$105	($1)	**$104**	$2,458
Pendleton Co*	863	84	947	8.870%	$29,340	$2,602	($26)	**$2,576**	$26,738
School Total	3114	306	3420	8.95%	$156,994	$10,790	($106)	**$10,684**	**$146,204**
Carroll Co ATC									

Carroll Co	190	301	491	61.30%	$19,376	$11,877	($118)	**$11,759**	$7,499
Gallatin Co	326	17	343	4.96%	$19,278	$956	($9)	**$947**	$18,322
Owen Co	561	70	631	11.09%	$22,147	$2,456	($24)	**$2,432**	$19,691
Trimble Co	277	47	324	14.51%	$16,309	$2,366	($23)	**$2,343**	$13,943
School Total	1354	435	1789	24.32%	$77,110	$17,655	($174)	**$17,481**	**$59,455**
Patton ATC									
Beechwood Ind*	66	1	67	1.49%	$6,156	$92	($1)	**$91**	$6,064
Dayton Ind	204	2	206	0.97%	$15,251	$148	($1)	**$147**	$15,103
Kenton Co*	985	273	1258	21.701%	$106,182	$23,043	($228)	**$22,815**	$83,139
Walton Verona HS	375	1	376	0.266%	$7,966	$21	$0	**$21**	$7,945
Erlanger Elsmere (Lloyd H)	163	19	182	10.440%	$26,525	$2,769	($27)	**$2,742**	$23,756
School Total	1793	296	2089	14.17%	$162,080	$26,073	($257)	**#REF!**	**#REF!**
Mason Co ATC									
Bracken Co	360	25	385	6.49%	$10,033	$651	($6)	**$645**	$9,382
Augusta Independent	44	7	51	13.73%	$2,851	$391	($4)	**$387**	$2,460
Mason Co	394	145	539	26.90%	$33,185	$8,927	($88)	**$8,839**	$24,258
Robertson Co	95	19	114	16.67%	$5,104	$851	($8)	**$843**	$4,253
Lewis Co	611	2	613	0.33%	$40,972	$135	($1)	**$134**	$40,837
School Total	1504	198	1702	11.63%	$92,145	$10,955	($107)	$10,848	$81,190
Montgomery Co ATC									
Montgomery Co	625	594	1219	48.73%	$47,623	$23,207	($230)	**$22,977**	$24,416
Meniffee Co	260	12	272	4.41%	$18,966	$836	($8)	**$828**	$18,130
Bath Co	538	11	549	2.00%	$28,806	$576	($6)	**$570**	$28,230
School Total	1423	617	2040	30.25%	$95,395	$24,619	($244)	$24,375	$70,776
Morgan Co ATC									
Morgan Co	492	334	826	40.44%	$35,726	$14,448	($143)	**$14,305**	$21,278
Rowan Co	762	66	828	7.97%	$38,151	$3,041	($30)	**$3,011**	$35,110
Menifee Co	259	13	272	4.78%	$18,966	$907	($9)	**$898**	$18,059
School Total	1513	413	1926	21.44%	$92,843	$18,396	($182)	**$18,214**	$74,447

Greenup Co ATC									
Greenup Co	347	401	748	53.61%	$46,875	$25,130	($249)	**$24,881**	$21,745
School Total	347	401	748	53.61%	$46,875	25130	-249	$24,881	$21,745
Russell ATC									
Russell Ind	240	318	558	56.989%	$21,400	$12,196	($121)	**$12,075**	$9,204
Raceland Ind	210	9	219	4.11%	$7,879	$324	($3)	**$321**	$7,555
Fairview Ind	162	15	177	8.47%	$6,637	$562	($6)	**$556**	$6,075
Boyd County	1016	2	1018	0.20%	$35,110	$70	($1)	**$69**	$35,040
School Total	1628	344	1972	17.44%	$35,916	$13,082	($130)	$12,952	$22,834
Floyd Co ATC									
Floyd Co	789	255	1044	24.43%	$111,412	$27,218	($269)	**$26,949**	$84,194
Johnson Co	818	31	849	3.65%	$48,929	$1,786	($18)	**$1,768**	$47,143
School Total	1607	286	1893	15.11%	$160,341	$29,004	($287)	**$28,717**	$131,337
Martin Co ATC									
Martin Co	323	235	558	42.11%	$50,623	$21,317	($211)	**$21,106**	$29,306
School Total	323	235	558	42.11%	$50,623	21317	-211	$21,106	$29,306
Belfry ATC									
Pike*	2230	382	2612	14.625%	$131,667	$19,256	($191)	**$19,065**	$112,411
School Total	2230	382	2612	14.625%	$131,667	19256	-191	$19,065	$112,411
Millard ATC									
Pike*	2322	290	2612	11.103%	$131,667	$14,619	($145)	**$14,474**	$117,048
Pikeville H S	190	4	194	2.062%	$13,489	$278	($3)	**$275**	$13,211
School Total	2322	294	2612	11.256%	$145,156	$14,897	($148)	$14,749	$130,259
Breathitt Co ATC									
Breathitt Co	561	330	891	37.04%	$47,276	$17,511	($173)	**$17,338**	$29,765
Jackson Ind	0	12	12	100.00%	$2,858	$2,858	($28)	**$2,830**	$0
School Total	561	342	903	37.87%	$50,134	$20,369	($201)	**$20,168**	**$29,765**
Jackson Co ATC									

Jackson Co	587	355	942	37.69%	$40,666	$15,327	($152)	**$15,175**	$25,339
School Total	587	355	942	37.69%	$40,666	$15,327	($152)	$15,175	$25,339
Knott Co ATC									
Knott Co	431	294	725	40.55%	$47,123	$19,108	($189)	**$18,919**	$28,015
School Total	431	294	725	40.55%	$47,123	$19,108	($189)	$18,919	$28,015
Lee Co ATC									
Lee Co	255	258	513	50.29%	$22,765	$11,449	($113)	**$11,336**	$11,316
Owsley Co	208	27	235	11.49%	$19,644	$2,257	($22)	**$2,235**	$17,387
Wolfe Co	308	44	352	12.50%	$27,036	$3,380	($33)	**$3,347**	$23,656
School Total	771	329	1100	29.91%	$69,445	$17,086	($168)	**$16,918**	**$52,359**
Leslie Co ATC									
Leslie Co	190	434	624	69.55%	$35,305	$24,555	($243)	**$24,312**	$10,750
School Total	190	434	624	69.55%	$35,305	$24,555	($243)	$24,312	$10,750
Letcher Co ATC									
Jenkins Ind	132	20	152	13.16%	$9,941	$1,308	($13)	**$1,295**	$8,633
Letcher Co	117	388	505	76.83%	$51,056	$39,226	($388)	**$38,838**	$11,830
School Total	249	408	657	62.10%	$60,997	$40,534	($401)	**$40,133**	**$20,463**
Bell Co ATC									
Bell Co	534	290	824	35.19%	$54,769	$19,273	($191)	**$19,082**	$35,496
Harlan Co	1036	32	1068	3.00%	$90,293	$2,709	($27)	**$2,682**	$87,584
Harlan Ind	116	2	118	1.69%	$8,644	$146	($1)	**$145**	$8,498
Middlesboro Ind	484	172	656	26.22%	$29,684	$7,783	($77)	**$7,706**	$21,901
Pineville Ind	0	83	83	100.00%	$7,420	$7,420	($73)	**$7,347**	$0
School Total	2170	579	2749	21.06%	$190,810	$37,331	($369)	**$36,962**	**$153,479**
Clay Co ATC									
Clay Co	394	214	608	35.20%	$80,582	$28,365	($281)	**$28,084**	$52,217
School Total	394	214	608	35.20%	$80,582	$28,365	($281)	**$28,084**	$52,217

Corbin ATC									
Corbin Ind	526	264	790	33.418%	$25,710	$8,592	($85)	**$8,507**	$17,118
Whitley Co	749	59	808	7.30%	$80,303	$5,862	($58)	**$5,804**	$74,441
Williamsburg Ind	120	2	122	1.64%	$15,474	$254	($3)	**$251**	$15,220
School Total	1395	325	1598	20.34%	$106,013	$14,454	($143)	$14,311	$91,559
Knox Co ATC									
Barbourville Ind	146	57	203	28.08%	$7,996	$2,245	($22)	**$2,223**	$5,751
Knox Co	830	389	1219	31.91%	$102,430	$32,685	($324)	**$32,361**	$69,745
School Total	976	446	1422	31.36%	$110,426	$34,930	($346)	**$34,584**	**$75,496**
Rockcastle Co ATC									
Rockcastle Co	525	512	1037	49.37%	$41,624	$20,550	($203)	**$20,347**	$21,074
School Total	525	512	1037	49.37%	$41,624	$20,550	($203)	$20,347	$21,074
Casey Co ATC									
Casey Co	448	382	830	46.02%	$44,294	$20,384	($202)	**$20,182**	$23,910
School Total	448	382	830	46.02%	$44,294	$20,384	($202)	$20,182	$23,910
Clinton Co ATC									
Clinton Co	163	365	528	69.13%	$24,226	$16,747	($166)	**$16,581**	$7,479
Cumberland Co	221	38	259	14.67%	$17,423	$2,556	($25)	**$2,531**	$14,867
School Total	384	403	787	51.21%	$41,649	$19,303	($191)	**$19,112**	**$22,346**
Green Co ATC									
Green Co	341	401	742	54.04%	$23,133	$12,501	($124)	**$12,377**	$10,632
Campbellsville Ind	148	19	167	11.38%	$20,234	$2,303	($23)	**$2,280**	$17,931
Taylor Co	793	80	873	9.16%	$26,087	$2,390	($24)	**$2,366**	$23,697
School Total	1282	500	1782	28.06%	$69,454	$17,194	($171)	**$17,023**	**$52,260**
Lake Cumberland ATC									
Adair Co	590	42	632	6.65%	$42,508	$2,827	($28)	**$2,799**	$39,681
Russell Co	797	390	1187	32.86%	$40,576	$13,333	($132)	**$13,201**	$27,243
School Total	1387	432	1819	23.75%	$83,084	$16,160	($160)	**$16,000**	**$66,924**

Pulaski Co ATC									
Pulaski County	1596	263	1859	14.15%	$108,273	$15,321	($152)	**$15,169**	$92,952
School Total	1596	263	1859	14.15%	$108,273	$15,321	($152)	**$15,169**	$92,952
Wayne Co ATC									
Monticello	0	35	35	100.00%	$13,624	$13,624	($135)	**$13,489**	$0
Wayne Co	463	562	1025	54.83%	$41,493	$22,751	($225)	**$22,526**	$18,742
School Total	463	597	1060	56.32%	$55,117	$36,375	($360)	**$36,015**	**$18,742**
Clark Co ATC									
Clark Co	943	301	1244	24.20%	$58,485	$14,153	($140)	**$14,013**	$44,332
School Total	943	301	1244	24.20%	$58,485	$14,153	($140)	**$14,013**	$44,332
Lincoln Co ATC									
Lincoln Co	892	268	1160	23.10%	$54,341	$12,553	($124)	**$12,429**	$41,788
Boyle County	876	17	893	1.90%	$22,070	$419	($4)	**$415**	$21,651
Garrard Co	567	6	573	1.05%	$29,981	$315	($3)	**$312**	$29,666
School Total	2335	291	2626	11.08%	$106,392	$12,972	($131)	**$13,156**	**$93,105**
Garrard Co ATC									
Boyle Co	872	21	893	2.35%	$22,070	$519	($5)	**$514**	$21,551
Danville Ind*	272	104	376	27.66%	$23,444	$6,485	($64)	**$6,421**	$16,959
Garrard Co	404	169	573	29.49%	$29,981	$8,841	($88)	**$8,753**	$21,140
Lincoln Co	1089	71	1160	6.12%	$54,341	$3,326	($33)	**$3,293**	$51,015
School Total	2637	365	3002	12.16%	$129,836	$19,171	($190)	**$18,981**	**$110,665**
Harrison Co ATC									
Bourbon Co	750	57	807	7.06%	$27,703	$1,956	($19)	**$1,937**	$25,747
Harrison Co	542	260	802	32.42%	$32,704	$10,603	($105)	**$10,498**	$22,101
Nicholas Co	289	18	307	5.86%	$14,311	$839	($8)	**$831**	$13,472
Pendleton Co*	924	23	947	2.429%	$29,340	$713	($7)	**$706**	$28,627
Paris Indep	137	18	155	11.613%	$13,809	$1,604	($16)	**$1,588**	$12,205
School Total	2642	376	3018	12.46%	$117,867	$15,715	($155)	**$15,560**	**$102,152**

Harrodsburg ATC									
Anderson Co	733	131	864	15.16%	$27,434	$4,159	($41)	**$4,118**	$23,275
Burgin Ind	103	29	132	21.97%	$3,133	$688	($7)	**$681**	$2,445
Garrard Co	572	1	573	0.17%	$29,981	$51	($1)	**$50**	$29,930
Mercer Co	451	143	594	24.07%	$34,330	$8,263	($82)	**$8,181**	$26,067
School Total	1859	304	2163	14.05%	$94,878	$13,161	($131)	$13,030	$81,717
Madison Co ATC									
Madison Co	1538	617	2155	28.63%	$112,104	$32,095	($318)	**$31,777**	$80,009
Estill Co	618	85	703	12.09%	$41,093	$4,968	($49)	**$4,919**	$36,125
School Total	2156	702	2858	24.56%	$153,197	$37,063	-$367	$36,696	$116,134
End of DTE ATCs(Total)	**#REF!**	**####**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**
Fayette Co East AVEC									
*Jessamine	1578	29	1607	1.80%	$72,849	$1,311		**$1,311**	$71,538
* Scott	1138	64	1202	5.32%	$55,133	$2,933		**$2,933**	$52,200
* Woodford	1015	25	1040	2.40%	$30,463	$731		**$731**	$29,732
Fayette County	7034	1	7035	0.01%	$369,298	$37		**$37**	$369,261
School Total	10765	119	3131	3.80%	$527,743	$5,012		$5,012	$522,731
Fayette Co South AVEC									
*Jessamine	1592	15	1607	0.93%	$72,849	$677		**$677**	$72,172
*Scott	1170	32	1202	2.66%	$55,133	$1,467		**$1,467**	$53,666
* Woodford	1040	12	1052	1.14%	$30,463	$347		**$347**	$30,116
Fayette County	7035	324	7359	4.40%	$369,298	$16,249		**$16,249**	$353,049
School Total	10,837	383	11,220	3.41%	$527,743	$18,740		**$18,740**	$509,003
Oldham County ATC									
Henry County	523	20	543	3.68%	$20,585	$758		**$758**	$19,827
Oldham County	1579	10	1589	0.63%	$49,994	$315		**$315**	$49,679
Total	2102	30	2132	1.41%	$70,579	$1,073		**$1,073**	$69,506
KY School for the Deaf									

Boyle Co	871	22	893	2.46%	$22,070	$543	**$543**	$21,527
Danville Ind	354	22	376	5.85%	$23,444	$1,371	**$1,371**	$22,073
School Total	1225	44	1269	3.47%	$45,514	$1,914	**1914**	$43,600

TC's

Maysvilles/Rowan								
Rowan County	788	40	828	4.83%	$38,151	$1,843	**$1,843**	$36,308
School Total	788	40	828	4.83%	$38,151	$1,843	**$1,843**	$36,308
Madisonville TC								
Hopkins Co*	1560	24	1584	1.52%	$91,168	$1,386	**$1,386**	$89,782
School Total	1560	24	1584	1.52%	$91,168	$1,386	$1,386	$89,782
Elizabethtown TC								
Hardin Co	2700	17	2717	0.63%	$127,990	$806	**$806**	$127,184
Larue Co	454	12	466	2.58%	$24,847	$641	**$641**	$24,206
School Total	3154	29	3183	0.91%	$152,837	$1,447	$1,447	$151,390
Mayo TC								
Johnson Co	813	36	849	4.24%	$48,929	$2,075	**$2,075**	$46,854
Paintsville	175	8	183	4.37%	$9,871	$431	**$431**	$9,440
School Total	988	44	1032	4.26%	$58,800	$2,506	**$2,506**	$56,294
Hazard TC								
Hazard Ind	310	2	312	0.64%	$15,229	$97	**$97**	$15,132
Perry Co	986	85	1071	7.94%	$74,957	$5,952	**$5,952**	$69,005
School Total	1296	87	1383	6.29%	$90,186	$6,049	$6,049	$84,137
Harlan TC								
Harlan Co	852	216	1068	20.22%	$90,293	$18,257	**$18,257**	$72,036
Harlan Ind	100	18	118	15.25%	$8,644	$1,318	**$1,318**	$7,326

Bell County	747	77	824	9.34%	$54,769	$5,115	**$5,115**	$49,654
Knox County	1162	57	1219	4.68%	$102,430	$4,794	**$4,794**	$97,636
School Total	952	368	1320	27.88%	$256,136	$29,484	**$29,484**	$226,652
Somerset CC North								
Laurel Co	1827	123	1950	6.31%	$126,189	$7,963	**$7,963**	$118,226
Pulaski Co	1859	59	1918	3.08%	$108,273	$3,335	**$3,335**	$104,938
Somerset HS	303	7	310	2.26%	$20,181	$456	**$456**	$19,725
Total	3989	189	4178	4.52%	$254,643	$11,754	**$11,754**	$242,889
Bluegrass/Danville								
Boyle County	803	90	893	10.08%	$22,070	$2,225	**$2,225**	$19,845
School Total	803	90	893	10.08%	$22,070	$2,225	**$2,225**	$19,845

Distribution of Secondary Allocations—Local Boards, Area Technology Centers, and Community Technical Colleges

District Allocation after transfer Receiving Institution	Initial Allocation	Amount of Transfer	Amount Retrained by Dist	District HS Amounts	Transfer to TCs	**Tent** Other LEAs
Secondary 2007 Estimated Allocation						
Adair	$42,508		$39,681			
Lake Cumberland ATC		$2,827				
Allen	$38,598		$38,598			
Anchorage Independent					To Jeff Co.	
Anderson	$27,434		$23,275			
Harrodsburg ATC		$4,159				
Ashland Ind	$42,794		$42,794			
Augusta Ind	$2,851		$2,460			
Mason Co ATC		$391				
Ballard	$13,885		$13,885			
Barbourville Ind	$7,996		$5,751			
Knox Co ATC		$2,245				
Bardstown Ind	$27,791		$25,918			
Nelson Co ATC		$1,873				

Barren	$47,331		$29,946			
Barren Co ATC		$17,385				
Bath	$28,806		$28,230			
Montgomery Co ATC		$576				
Beechwood Ind	$6,156		$6,064			
Patton ATC		$92				
Bell County	$54,769		$30,381			
Bell Co ATC		$19,273				
Harlan Campus					$5,115	
Subtotals	$340,919	$48,821	$286,983	$340,919	$5,115	$0
Institution	Initial Allocation	Amount of Transfer	Retained by Dist	HS in District	Transfer TC	Trans LEA
Bellevue Ind	$12,339		$11,182			
McCormick ATC		$1,157				
Berea Ind	$11,316		$11,316			
Boone	$124,744		$118,744			
Boone Co ATC		$6,000				
Bourbon	$27,703		$25,747			
Harrison County ATC		$1,956				
Bowling Green Ind	$43,556		$43,234			
Warren County ATC		$322				
Boyd	$35,110		$35,110			
Boyle	$22,070		$18,364			

Garrard Co ATC		$519					
Lincoln Co ATC		$419					
School for the Deaf							$543
Bluegrass Danville KCTCS					$2,225		
Bracken	$10,033		$9,382				
Mason Co ATC		$651					
Breathitt	$47,276		$29,765				
Breathitt Co ATC		$17,511					
Breckinridge	$36,967		$20,768				
Breckinridge Co ATC		$16,199					
Subtotals	$371,114	$44,734	$323,612	$371,114	$2,225	$543	
Institution	Initial Allocation	Amount of Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA	
Bullitt	$97,372		$84,743				
Bullitt Co ATC		$12,629					
Burgin	$3,133		$2,445				
Harrodsburg ATC		$688					
Butler	$27,468		$27,111				
Ohio Co ATC		$357					
Caldwell	$23,162		$17,362				
Caldwell Co ATC		$5,800					
Calloway	$34,470		$26,018				
Murray ATC		$8,452					
Campbell	$43,165		$36,677		Rec fr SoG		
McCormick ATC		$6,488					

Campbellsville Ind	$20,234		$17,931			
Green Co ATC		$2,303				
Carlisle	$8,937		$8,108			
Mayfield ATC		$829				
Carroll	$19,376		$7,499			
Carroll Co ATC		$11,877				
Carter	$62,490		$62,490			
Casey	$44,294		$23,910			
Casey Co ATC		$20,384				
Caverna Ind	$14,040		$13,981			
Barren Co ATC		$59				
Subtotals	$398,141	$69,866	$328,275	$398,141	$0	0

Institution (Sec Allocation 04)	Initial Allocation	Amount of Transfer	Retain By Dist	HS in District	Transfer TC	Trans LEA
Christian	$140,377		$140,377			
Clark	$58,485		$44,332			
Clark Co ATC		$14,153				
Clay	$80,582		$52,217			
Clay Co ATC		$28,365				
Clinton	$24,226		$7,479			
Clinton Co ATC		$16,747				
Cloverport Ind	$3,214		$2,080			

Breckinridge Co ATC		$1,134				
Corbin Ind	$25,710		$17,118			
Corbin ATC		$8,592				
Covington Ind	$82,988		$82,988			
Crittenden	$19,036		$17,593			
Caldwell Co ATC		$1,443				
Cumberland	$17,423		$14,867			
Clinton Co ATC		$2,556				
Danville Ind	$23,444		$15,588			
Garrard Co ATC		$6,485				
School for the Deaf						$1,371
Daviess County	$93,549		$92,858			
Muhlenberg Co ATC		$691				
Dawson Springs	$7,283		$6,526			
Caldwell Co ATC		$757				
Subtotals	$576,317	$80,923	$494,023	$576,317	$0	$1,371
Institution (Sec Allocation 2003)	Initial Allocation	Amount of Transfer	Retain ByDist	HS in Dist	Transfer TC	Trans LEA
Dayton Ind.	$15,251		$15,251			
E. Bernstadt Ind						To Laurel
Edmonson	$24,690		$23,722			
Warren Co ATC		$968				

Elizabethtown Ind	$20,163		$20,163		Rec fr WP	
Elliott	$19,629		$19,629			
Eminence	$5,261		$4,801			
Shelby Co ATC		$460				
Erlanger-Elsmere	$26,525		$23,756			
Patton ATC		$2,769				
Estill	$41,093		$36,125			
Madison Co ATC		$4,968				
Fairview Ind	$6,637		$6,075			
Russell ATC		$562				
Fayette	$369,298		$353,012			
EASTSIDE AVEC						$37
SOUTHSIDE AVEC						$16,249
Subtotals	$528,547	$9,727	$502,534	$528,547	$0	$16,286

Institution (Secondary Allocation FY04)	Initial Allocation	Amount of Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA
Fleming	$32,733		$32,733			
Floyd	$111,412		$84,194			
Floyd Co ATC (Garth)		$27,218				
Frankfort Ind	$9,177		$9,177			
Franklin	$57,026		$57,026			

Ft Thomas Ind	$17,994		$17,659		Rec fr SoG	
McCormick ATC		$335				
Fulton	$11,836		$6,162			
Fulton Co ATC		$5,674				
Fulton Ind	$8,428		$7,691			
Fulton Co ATC		$737				
Gallatin County	$19,278		$18,322			
Carroll Co ATC		$956				
Garrard	$29,981		$20,825			
Garrard Co ATC		$8,841				
Lincoln Co ATC		$315				
Glasgow Ind	$27,602		$25,910			
Barren Co ATC		$1,692				
Grant	$40,920		$39,660			
Boone Co ATC		$1,260				
Graves	$52,461		$42,089			
Mayfield ATC		$9,396				
Paducah ATC		$976				
Subtotals	$418,848	$57,400	$361,448	$418,848	0	**0**
Institution (Secondary Allocation 04)	Allocation	Transfer ATC	Retained Dist		Transfer TC	**Trans LEA**
Grayson	$61,022		$61,022			
Green	$23,133		$10,632			
Green Co ATC		$12,501				

Greenup	$46,875		$21,745			
Greenup Co ATC		$25,130				
Hancock	$14,111		$10,063			
Breckinridge Co ATC		$4,048				
Hardin	$127,990		$127,184			
Elizabethtown TC					$806	
Harlan	$90,293		$69,327			
Harlan TC					$18,257	
Bell Co. ATC		$2,709				
Harlan Ind	$8,644		$7,180			
Harlan TC					$1,318	
Bell Co. ATC		$146				
Harrison	$32,704		$22,101			
Harrison Co ATC		$10,603				
Hart	$41,666		$40,424			
Barren Co ATC		$1,242				
Hazard Ind	$15,229		$15,132			
Hazard TC					$97	
Henderson	$74,160		$74,160			
Henry	$20,585		$17,629			
Oldham Co ATC						$758
Shelby Co ATC		$2,198				
Subtotal	$556,412	$58,577	$476,599	$556,412	$20,478	$758
Institution (Secondary Allocation 04)	Allocation	Transfer To ATC	Retained LEA		Trans TC	Trans LEA

Hickman	$9,608		$9,105			
Fulton Co ATC		$503				
Hopkins	$91,168		$89,782			
Madisonville TC					$1,386	
Jackson Ind	$2,858		$0			
Breathitt Co ATC		$2,858				
Jackson	$40,666		$25,339			
Jackson Co ATC		$15,327				
Jefferson	$1,084,835		$1,084,835		Rec fr Anchor	
Jenkins Ind	$9,941		$8,633			
Letcher Co ATC		$1,308				
Jessamine	$72,849		$70,861			
Fayette Co East						$1,311
Fayette Co South						$677
Subtotals	$1,311,925	$19,996	$1,288,555	$1,311,925	$1,386	$1,988
Institution (Secondary Allocation 04)	Allocation	Transfer to ATC	Retain LEA		Transf TC	Transf LEA
Johnson	$48,929		$45,068			
Mayo TC					$2,075	
Floyd Co ATC		$1,786				
Kenton	$106,182		$83,139			
Patton ATC		$23,043				
Knott	$47,123		$28,015			
Knott Co ATC		$19,108				

Knox	$102,430		$64,951			
Knox Co ATC		$32,685				
Harlan TC					$4,794	
Larue	$24,847		$24,206			
Elizabethtown TC					$641	
Laurel	$126,189		$118,226		Rec fr E Br	
Somerset CC North					$7,963	
Lawrence	$49,724		$49,724			
Lee	$22,765		$11,316			
Lee Co ATC		$11,449				
Leslie	$35,305		$10,750			
Leslie Co ATC		$24,555				
Subtotals	$563,494	$112,626	$435,395	$563,494	$15,473	$0
Institution (Sec Allocation 2003)	Initial Allocation	Amount Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA
Letcher	$51,056		$11,830			
Letcher Co ATC		$39,226				
Lewis	$40,972		$40,837			
Mason Co ATC		$135				
Lincoln	$54,341		$38,462			
Lincoln Co ATC		$12,553				
Garrard Co ATC		$3,326				
Livingston	$15,606		$15,606			
Logan	$36,665		$28,885			

Russellville ATC		$7,780				
Ludlow Ind	$10,565		$10,565			
					$0	$0
Lyon	$8,428		$7,085			
Caldwell Co ATC		$1,343				
Madison	$112,104		$80,009			
Madison Co ATC		$32,095				
Magoffin	$46,122		$46,122			
Marion	$39,083		$25,732			
Marion Co ATC		$13,351				
Marshall	$40,933		$40,933			
Martin	$50,623		$29,306			
Martin Co ATC		$21,317				
Mason	$33,185		$24,258			
Mason Co ATC		$8,927				
Subtotals	$539,683	$140,053	$399,630	$539,683	$0	$0
Mayfield Ind	$25,880		$16,364			
Mayfield ATC		$9,516				
Mccracken	$65,125		$59,572			
Paducah ATC		$5,553				
Mccreary	$70,425		$70,425			

Mclean	$17,225		$17,063			
Muhlenberg Co ATC		$162				
Owensboro TC					$0	
Meade	$38,847		$30,611			
Meade Co ATC		$8,236				
Menifee	$18,966		$17,223			
Montgomery Co ATC		$836				
Morgan Co ATC		$907				
Mercer	$34,330		$26,067			
Harrodsburg ATC		$8,263				
Metcalfe	$25,183		$19,932			
Barren Co ATC		$5,251				
Middlesboro Ind	$29,684		$21,901			
Bell Co ATC		$7,783				
Monroe	$26,524		$10,090			
Monroe Co ATC		$16,434				
Montgomery	$47,623		$24,416			
Montgomery Co ATC		$23,207				
Monticello Inc	$13,624		$0			
Wayne Co ATC		$13,624				
Morgan	$35,726		$21,278			
Morgan Co ATC		$14,448				
Subtotals	$449,162	$114,220	$334,942	$449,162	$0	$0

Institution (Sec Allocation FY 2003	Initial Allocation	Amount Transfer	Retain District	HS in District	Trans TC	Trans LEA
Muhlenberg	$64,175		$57,345			
Muhlenberg Co ATC		$6,830				
Murray Ind	$12,382		$10,982			
Murray ATC		$1,400				
Nelson	$41,131		$23,305			
Nelson Co ATC		$17,826				
Newport Ind	$51,593		$51,490		Rec fr SoG	
McCormick ATC		$103				
Chapman						$0
Nicholas	$14,311		$13,472			
Harrison Co ATC		$839				
Ohio	$50,021		$30,093			
Ohio Co ATC		$19,928				
Oldham	$49,994		$49,679			
Oldham Co ATC		$315				
Owen	$22,147		$19,691			
Carroll Co ATC		$2,456				
Owensboro Ind	$62,555		$62,235			
Muhlenberg Co ATC		$320				
Owsley	$19,644		$17,387			
Lee Co ATC		$2,257				

Paducah Ind	$56,514		$35,253			
Paducah ATC		$21,261				
Paintsville Ind	$9,871		$9,440			
Mayo TC					$431	
Subtotals	$454,338	$73,535	$380,372	$454,338	$431	**0**
Institution (Sec Allocation 2005)	Initial Allocation	Amount Transfer	Retain by Dist	HS in Dist	Transfer TC	Transf LEA
Paris Ind	$13,809		$12,205			
Harrison Co ATC		$1,604				
Pendleton	$29,340		$26,025			
McCormick ATC		$2,602				
Harrison Co ATC		$713				
Perry	$74,957		$69,005			
Hazard TC					$5,952	
Pike	$131,667		$97,792			
Belfry ATC		$19,256				
Millard ATC		$14,619				
Pikeville Ind	$13,489		$13,211			
Millard ATC		$278				
Pineville Ind	$7,420		$0			
Bell Co ATC		$7,420				
Powell	$35,735		$35,735			
Pulaski	$108,273		$104,938		Rec fr ScH	
Somerset North					$3,335	

Subtotals	$414,690	$46,492	$358,911	$414,690	$9,287	0
Raceland Ind	$7,879		$7,555			
Russell ATC		$324				
Robertson	$5,104		$4,253			
Mason Co ATC		$851				
Rockcastle	$41,624		$21,074			
Rockcastle Co ATC		$20,550				
Rowan	$38,151		$33,267			
Morgan Co ATC		$3,041				
Maysville CC/Rowan					$1,843	
Russell Ind	$21,400		$9,204			
Russell ATC		$12,196				
Russell	$40,576		$27,243			
Lake Cumberland ATC		$13,333				
Russellville Ind	$17,156		$8,041			
Russellville ATC		$9,115				
Science Hill					To Pulaski	
Subtotals	$171,890	$59,410	$110,637	$171,890	1843	0
Scott	$55,133		$50,733			
Fayette East						$2,933
Fayette South						$1,467
Shelby	$51,688		$28,041			
Shelby Co ATC		$23,647				
Silver Grove Ind	$2,563		$2,458			

McCormick ATC		$105				
Simpson	$31,913		$31,913			
Somerset Ind	$20,181		$19,725			
Somerset North CC					456	
Southgate Ind					See last page	
Subtotals	$161,478	$23,752	$132,870	$161,478	$456	$4,400
Spencer	$20,111		$19,540			
Shelby Co ATC		$571				
Taylor	$26,087		$23,697			
Green Co ATC		$2,390				
Todd	$26,484		$25,756			
Russellville ATC		$728				
Trigg	$20,146		$20,037			
Caldwell Co ATC		$109				
Trimble	$16,309		$13,943			
Carroll Co ATC		$2,366				
Union	$28,012		$28,012			
Walton Verona I	$7,966		$7,775			
Boone Co ATC		$170				
Patton ATC		$21				
Warren	$114,351		$107,330			
Warren Co ATC		$7,021				

Washington	$20,709		$17,302			
Marion Co ATC		$3,407				
Wayne	$41,493		$18,742			
Wayne Co ATC		$22,751				
Webster	$24,975		$14,695			
Webster Co ATC		$9,451				
Caldwell Co ATC		$829				
Subtotals	$346,643	$49,814	$296,829	$346,643	$0	0
West Point I					To E'Town	
Whitley	$80,303		$74,441			
Corbin ATC		$5,862				
Williamsburg Ind	$15,474		$15,220			
Corbin ATC		$254				
Williamstown Ind	$5,216		$0			
Boone Co ATC		$5,216				
Wolfe	$27,036		$23,656			
Lee Co ATC		$3,380				
Woodford	$30,463		$29,385			
Fayette Co East						$731
Fayette Co South						$347
Subtotal	$158,492	$14,712	$142,702	$158,492	$0	$1,078
Grand Total	$7,762,093	$1,024,658	$6,654,317	$7,762,093	$56,694	$26,424

Note:Districts in bold print operate an ATC			$0
Anchorage	100% to Jefferson Co	3024	
East Bernstadt	100% to Laurel Co	2715	
Science Hill	100% to Pulaski	2597	
Southgate	50% to Newport	1786	
	25% toCampbell Co	893	
	25% to Ft. Thomas	893	
West Point	100% to Elizabethtown Ind	2002	
Amount Available	7,762,098		
Total KY Tech			
KSB		0	
KSD			
CHR-DSS		0	
Grand Total Allocated		$7,762,093	
Tot Trans to Educ		$6,680,741	
KCTCS--TCs		56,694	
KY Tech		$1,024,658	
Total		$7,762,093	
Amount Available		$7,762,098	
Difference		$5	

Postsecondary Allocations

Title I C 2009			3/26/2008	$7,457,702
School	# Pell 05-06	%of State	Sch Share	Final Sch $
Ashland C T College	579	0.036027627	$268,683.31	**$268,683**
Big Sandy CT	749	0.046605687	$347,571.33	**$347,571**
Bowling Green TC	608	0.03783212	$282,140.68	**$282,141**
Bluegrass	1311	0.081575509	$608,365.83	**$608,366**
Elizabethtown CTC	1015	0.06315724	$471,007.87	**$471,008**
Gateway CT College	550	0.034223135	$255,225.94	**$255,226**
Hazard C T College	1241	0.077219837	$575,882.53	**$575,883**
Henderson CC	285	0.017733806	$132,253.44	**$132,253**
Hopkinsville CC	523	0.03254309	$242,696.67	**$242,697**
Jefferson CCTC	1391	0.086553419	$645,489.61	**$645,490**
Madisonville CC	680	0.042312239	$315,552.07	**$315,552**
Maysville CC	707	0.043992284	$328,081.35	**$328,081**
Owensboro CTC	997	0.06203721	$462,655.02	**$462,655**
Somerset CC	1771	0.110198494	$821,827.53	**$821,828**
Southeast CC	1209	0.075228673	$561,033.02	**$561,033**
West Kentucky CT	896	0.055752598	$415,786.26	**$415,786**
Total KCTCS	14,512	0.902992969	$6,734,252.47	**$6,734,252**
Murray SU	27	0.001680045	$12,529.27	**$12,529**
WKU	347	0.021591687	$161,024.37	**$161,024**
NKU	122	0.007591314	$56,613.75	**$56,614**
Morehead SU	383	0.023831747	$177,730.06	**$177,730**
EKU	368	0.022898388	$170,769.36	**$170,769**
Kentucky SU	312	0.019413851	$144,782.72	**$144,783**
			$723,449.53	$723,450

Total Universities	1559	0.097007031	$723,449.53	**$723,450**
			$0	
Grand Total	16,071	100.00%	$7,457,702.00	$7,457,702.00
				$723,449
			$6,734,252.47	
				$ 6,734,253.00
				7457702

RESPONSES TO PUBLIC HEARINGS

March 25, 2008

Ms. Lee Ann Daugherty
Butler County High School
P. O. Box 248
1147 S. Main Street
Morgantown, Kentucky 42261

Dear Ms. Daugherty:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

In addition, Section 311 of the General Education Provisions Act prohibits supplanting state and local funds with federal funds. Section 311 states that funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

Your comments addressing postsecondary secondary split for secondary and postsecondary career and technical education identified some of the same concerns identified by representatives from postsecondary institutions. Those concerns were using Perkins funds for professional development, equipment and technology. Your comments demonstrated that secondary career and technical education also had a justification for increasing the secondary portion of the split. The need to increase the secondary portion of the split was based on more students at the secondary level being enrolled in career and technical education. One other rational for keeping the secondary split at 55 percent was to provide additional positive experiences for the students and encourage them to enroll in postsecondary career and technical education. Another point was that individual district Perkins allocations were not sufficient to make program upgrades. During the public hearing, a comment was made that secondary career and technical education was exploratory only and you responded to that statement by saying that high school career and technical education do prepare students for careers.

The public hearing provided the opportunity for secondary and postsecondary career and technical education to see both sides of the issue

The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent

postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. Thank you for your input and we hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current or emerging and to focus on instruction.

Sincerely,

John Marks
Executive Director

March 25, 2008

Mr. David Trabue
Director of Pupil Personnel
Butler County Board of Education
P. O. Box 339
Morgantown, Kentucky 42261

Dear Mr. Trabue:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

In addition, Section 311 of the General Education Provisions Act prohibits supplanting state and local funds with federal funds. Section 311 states that funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

Your comments addressing postsecondary secondary split for secondary and postsecondary career and technical education presented a view that been addressed only once during the hearing. Your comments demonstrated that secondary career and technical education also had a justification for increasing the secondary portion of the split. The need to increase the secondary portion of the split was based on more students at the secondary level being enrolled in career and technical education. You also pointed out that local school districts have limited ability to increase monies for students while postsecondary education has the ability to increase tuition and apply for funding sources not available to secondary districts.

The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. Thank you for your input and we hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current or emerging and to focus on instruction.

Sincerely,
John Marks
Executive Director

March 25, 2008

Mr. Eric Keeling
Principal
Butler County Area Technology Center
799 Veterans Way
Department 400
Morgantown, Kentucky 42261

Dear Mr. Keeling:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

In addition, Section 311 of the General Education Provisions Act prohibits supplanting state and local funds with federal funds. Section 311 states that funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

Your comments addressing both postsecondary and secondary career and technical education presented a view that had not been publicly mentioned in any of the public hearings. Reviewing available state and local funding for secondary and postsecondary career and technical education addressed the different sources each have. Also looking at the high school graduation rate and the average age of students enrolled in postsecondary education looked at the need to keep students in high school and to prepare them for employment and postsecondary education. As most of the comments made at the public hearings addressed budget cuts and need for equipment at the postsecondary, your comments also addressed the need for secondary career and technical education to have the opportunity to include the latest technology to capitalize on students' interest.

The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes have been made to the plan. The ten percent set-side has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. We hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current or emerging and to focus on instruction.

Sincerely,
John Marks
Executive Director

March 25, 2008

Ms. Sue French
Elizabethtown Community and Technical College
600 College Street Road
Elizabethtown, Kentucky 42701

Dear Ms. French:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Section 122, 134, and 135 require each eligible recipient to implement at least one program of study. A program of study incorporates secondary and postsecondary elements and includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The program of study also includes the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits. Programs of study must lead to an industry-recognized credential or certificate at the postsecondary level or an associate baccalaureate degree. Section 122 also requires that approval of eligible recipients to use Perkins funds must be based on continuous improvement in academic achievement, continuous improvement in technical attainment and identifying and addressing current and emerging occupational opportunities.

Professional development must be high quality, sustained, intensive, and focused on instruction and increases academic knowledge and understanding of industry standards as appropriate for each teacher. It must also promote the integration of coherent and rigorous academic content standards and career and technical education curricula and pedagogical strategies as appropriate. Section 122

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We hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current or emerging and to focus on instruction.

Sincerely,

John Marks
Executive Director

March 25, 2008

Dr. David Brauer
Henderson Community College
2660 S. Green Street
Henderson, Kentucky 42420

Dear Dr. Brauer:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Both head count and full-time equivalency were used to calculate participation in career and technical and the data in TEDS is imported from KCTCS data system. The purpose identifies the students who are to benefit from the federal funds are the students who are enrolled in the programs. Regardless of whether head count or full-time equivalency and regardless of whether the data came from TEDS or from other KCTCS data, the results were the same. There are more secondary students participating in career and technical education than postsecondary students.

As a result of comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. We hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current, develop emerging occupational programs, and to focus on instruction.

Sincerely,

John Marks
Executive Director

March 25, 2008

Mr. Eric Keeling
Principal
Butler County Area Technology Center
799 Veterans Way
Department 400
Morgantown, Kentucky 42261

Dear Mr. Keeling:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,
John Marks
Executive Director

March 25, 2008

Mr. Greg Bridgeman
Hopkinsville Community College
720 North Drive
P. O. Box 2100
Hopkinsville, Kentucky 42241-2100

Dear Mr. Bridgeman:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Mr. David Jones
Hopkinsville Community College
720 North Drive
P. O. Box 2100
Hopkinsville, Kentucky 42241-2100

Dear Mr. Jones:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Ms. Elwanda Adams
Director for Allied Health
Hopkinsville Community College
720 North Drive
P. O. Box 2100
Hopkinsville, Kentucky 42241-2100

Dear Ms. Adams:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Dr. James E. Selbe
President
Hopkinsville Community College
720 North Drive
P. O. Box 2100
Hopkinsville, Kentucky 42241-2100

Dear Dr Selbe:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Dr. Tony Newberry
President
Jefferson Community and Technical College
109 East Broadway
Louisville, Kentucky 40202

Dear Dr. Newberry:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Professional development must be high quality, sustained, intensive, and focused on instruction and increases academic knowledge and understanding of industry standards as appropriate for each teacher. It must also promote the integration of coherent and rigorous academic content standards and career and technical education curricula and pedagogical strategies as appropriate. Section 122

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content aligned with challenging academic standards and relevant career and technical education. This requirement is also included in Section 135 (how funds will be used to improve academic and technical attainment of students and also requires linking secondary and postsecondary career and technical education through the program of study.

Purchasing equipment is not a required use of funds under Section 135. After all the required uses of funds have been addressed, then the funds may be used for the permissive uses. Equipment is a permissive use of funds.

The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. We hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current or emerging and to focus on instruction.

Sincerely,

John Marks
Executive Director

March 25, 2008

Mr. Chet Cunningham
Madisonville Community College
2000 College Drive
Madisonville, Kentucky 42431

Dear Mr. Cunningham:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Dr. Kevin Beardmore
Owensboro Community and Technical College
4800 New Hartford Road
Owensboro, Kentucky 42303

Dear Dr. Beardmore:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

In addition, Section 311 of the General Education Provisions Act prohibits supplanting state and local funds with federal funds. Section 311 states that funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

Section 122, 134, and 135 require each eligible recipient to implement at least one program of study. A program of study incorporates secondary and postsecondary elements and includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The program of study also includes the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits. Programs of study must lead to an industry-recognized credential or certificate at the postsecondary level or an associate baccalaureate degree. Section 122 also requires that approval of eligible recipients to use Perkins funds must be based on continuous improvement in academic achievement, continuous improvement in technical attainment and identifying and addressing current and emerging occupational opportunities.

Professional development must be high quality, sustained, intensive, and focused on instruction and increases academic knowledge and understanding of industry standards as appropriate for each teacher. It must also promote the integration of coherent and rigorous academic content standards and career and technical education curricula and pedagogical strategies as appropriate. Section 122

Section 134 requires eligible recipients to improve the academic and technical skills of students enrolled in career and technical education by strengthening the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education. This requirement is also included in Section 135 (how funds will be used to improve academic and technical attainment of students and also requires linking secondary and postsecondary career and technical education through the program of study.

Purchasing equipment is not a required use of funds under Section 135. After all the required uses of funds have been address, then the funds may be used for the permissive uses. Equipment is a permissive use of funds.

The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

The law allows states to take up to ten percent of the funds for eligible recipients to be used for developing and implementing innovative instructional strategies and projects that meet best practices criteria. These innovative strategies and projects are then shared with other career and technical educators to use in their programs. Postsecondary institutions that offered career and technical education programs were eligible to submit proposals. The ten percent set-aside has to meet the requirements in Sections 134 and 135 of the Act. The intent of the set-aside is to enable programs to be current and able to adapt to emerging occupations that impact current programs. The purpose of Perkins funds is to improve programs and not to solve a state's or institution budget problems.

The Perkins funds are allocated to states based the percent of each state's population. The Act also identifies how secondary and postsecondary funds are allocated to eligible recipients; that allocation is based on head count. Head count and full-time equivalency represent the students who choose to enroll in career and technical education and the funds may only be used for students who chose to enroll in career and technical education.

Both head count and full-time equivalency were used to calculate participation in career and technical and the data in TEDS is imported from KCTCS data system. The purpose identifies the students who are to benefit from the federal funds are the students who are enrolled in the programs. Regardless of whether head count or full-time equivalency and regardless of whether the data came from TEDS or from other KCTCS data, the results were the same. There are more secondary students participating in career and technical education than postsecondary students.

The proposed change in the secondary postsecondary split started in 2006 at the time the Transition Plan for Career and Technical Education was being developed. Many reports were reviewed to determine where the most students were being served in career and technical education programs.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised.

We hope the focus of using the federal Perkins funds will be to supplement state and local dollars to keep program content current, develop emerging occupational programs, and to focus on instruction.

Sincerely,

John Marks
Executive Director

March 25, 2008

Dr. Debora Cox
Dean of Academic Affairs
Madisonville Community College
2000 College Drive
Madisonville, Kentucky 42431

Dear Dr. Cox:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

In addition, Section 311 of the General Education Provisions Act prohibits supplanting state and local funds with federal funds. Section 311 states that funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

Section 122, 134, and 135 require each eligible recipient to implement at least one program of study. A program of study incorporates secondary and postsecondary elements and includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The program of study also includes the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits. Programs of study must lead to an industry-recognized credential or certificate at the postsecondary level or an associate baccalaureate degree. Section 122 also requires that approval of eligible recipients to use Perkins funds must be based on continuous improvement in academic achievement, continuous improvement in technical attainment and identifying and addressing current and emerging occupational opportunities.

Professional development must be high quality, sustained, intensive, and focused on instruction and increases academic knowledge and understanding of industry standards as appropriate for each teacher. It must also promote the integration of coherent and rigorous academic content standards and career and technical education curricula and pedagogical strategies as appropriate. Section 122

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The focus in the 2006 Perkins Act on current and emerging occupations/professions, more fully developing academic and technical knowledge and skills of career and technical education students, and strengthening the integration of academic and technical knowledge and skills to continuously increase students' knowledge and skills through changes in the curricula and instructional strategies directs the use of funds to instructional content and instructional strategies.

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Sincerely,

John Marks
Executive Director

March 25, 2008

Ms. Valerie Wolfe
Madisonville Community College
2000 College Drive
Madisonville, Kentucky 42431

Dear Ms. Wolfe:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

The purpose of the Perkins Act of 2006 is to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs that build on the efforts of States and localities to develop challenging academic and technical standards and to assist students to meet these standards. This includes preparation for high skill, high wage, or high demand occupations that are current or emerging professions. The second component of the purpose is to promote the development of services and activities that integrate rigorous and challenging academic and technical instruction that links secondary and postsecondary career and technical education for students who elected to enroll in career and technical education. The emphasis in this legislation is on what is taught and how it is taught. The first component of the purpose in effect says that State and the localities are responsible for basic funding of programs and that the federal funds supplement the non-federal funds. [Section 2 Purpose]

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The requirement for continuous improvement in academic achievement and technical attainment applies to all students including individuals from special populations. Postsecondary institutions are held accountable for individuals from special populations meeting the performance indicators. Section 134 and Section 134 also require postsecondary institutions to explain actions to be taken that assure all students will be taught the same coherent and rigorous content aligned with challenging academics standards. There is another provision for explaining how individuals from special population will be provided with activities that prepare them for high skill, high demand or high wage occupations that lead to self sufficiency. There are two provisions in the required uses of funds that address individuals from special populations. One provision is indirect; that provision is professional development for teachers to use more teaching skills. The other provision states that funds must be used to provide activities that prepare individuals from special populations, those enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that lead to self sufficiency.

All eligible recipients are required to use the same local application. The provisions in Section 134 and 135 are the items that make up the local application. The secondary postsecondary split does not change the requirements of the law. Regardless of the funding split, individuals from special populations must be addressed

The ten percent set-aside was to use funds for innovative projects that enable programs to adapt to the emerging occupations, identify more effective instructional strategies, identify best practices, and identify more effective methods for teaching the applied academics that are embedded in career and technical education curriculum. These projects would include meeting the educational needs of individuals from special populations. The funding was available to both secondary and postsecondary career and technical education.

As a result of the comments made at the public hearings and a meeting with career and technical education leaders, these changes to the plan have been made. The ten percent set-aside in the 85 percent funds has been taken out of the plan for the current year. However, the option to use the set-aside for innovation in future years has been retained. The secondary postsecondary split for the FY 09 year has been revised to 49 percent postsecondary and 51 percent secondary. Each year of the remaining five year plan, the split will be reviewed and revised. Thanks again for sharing your concerns with the Office of Career and Technical Education.

Sincerely,
John Marks
Executive Director

March 25, 2008

Dr. Steve Freeman
Vice President
West Kentucky Community and Technical College
4810Alben Barkley Drive
Paducah, Kentucky 42001

Dear Dr. Freeman:

Thank you for attending the public hearing on the proposed Kentucky State Plan for Career and Technical Education and sharing your oral and written testimony with the Office of Career and Technical Education.

The written and oral testimony focused on two main issues. Those issues were state budget cuts to postsecondary education and the federal budget cuts to postsecondary institutions offering career and technical education if the change in the secondary postsecondary split were implemented. In addition the ten percent set-aside of the 85 percent for special emphasis on the required uses of funds would result in another cut to postsecondary career and technical education.

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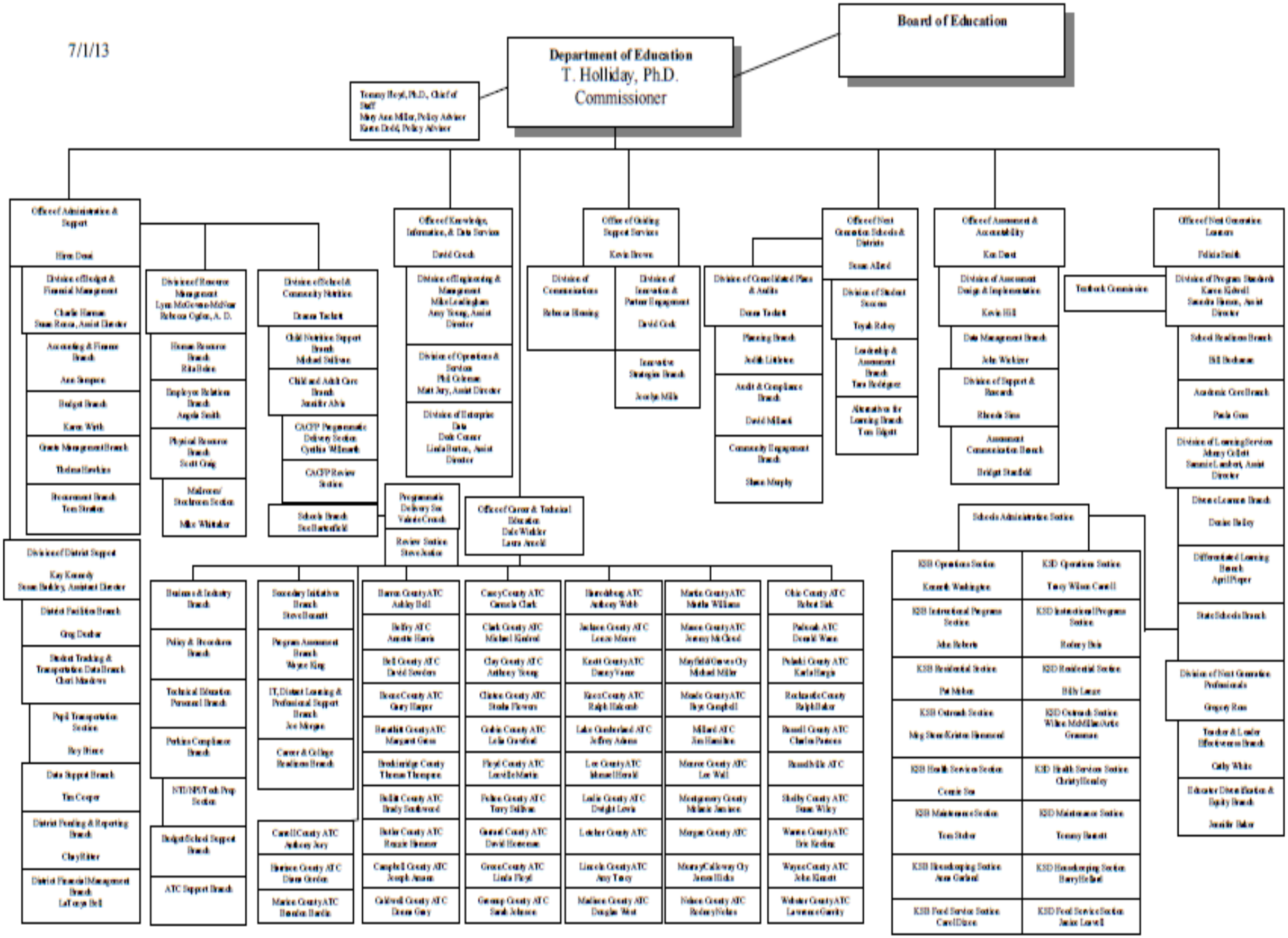
Sincerely,

John Marks
Executive Director

7/1/13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Karen Dodd, Policy Advisor
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Karen Kidwell
Sandra Simms, Assist Director
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Paula Gum
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Bonnie Lambert, Assist Director
Dropout Prevention Branch
Denise Bailey
Differentiated Learning Branch
April Pieper
State Schools Branch
Division of Next Generation Professionals
Gregory Ross
Teacher & Leader Effectiveness Branch
Cathy White
Educator Diversification & Equity Branch
Jennifer Baker
Schools Administration Section
KSB Operations Section
Kenneth Washington
KSB Instructional Programs Section
John Roberts
KSB Residential Section
Pat Mahan
KSB Outreach Section
Meg Shaw-Kristen Hammond
KSB Health Services Section
Connie Sox
KSB Maintenance Section
Tom Stober
KSB Housekeeping Section
Anne Garland
KSB Food Service Section
Carol Dixon
KSD Operations Section
Tracy Wilson Cornell
KSD Instructional Programs Section
Rodney Dale
KSD Residential Section
Billy Lanze
KSD Outreach Section
Willie McMillian/Anita Grannan
KSD Health Services Section
Christy Hensley
KSD Maintenance Section
Tommy Bennett
KSD Housekeeping Section
Barry Holland
KSD Food Service Section
Janice Lowell
Office of Career & Technical Education
Dale Winkler
Laura Arnold
Programmatic Delivery Sec
Valerie Crouch
Review Section
Steve Justice
Business & Industry Branch
Policy & Procedures Branch
Technical Education Personnel Branch
Perkins Compliance Branch
NTI/NSI/Tech Prep Section
Budget/School Support Branch
ATC Support Branch
Secondary Initiatives Branch
Steve Bennett
Program Assessment Branch
Wayne King
IT, Distant Learning & Professional Support Branch
Joe Morgan
Career & College Readiness Branch
Carroll County ATC
Anthony Jury
Harrison County ATC
Diane Gordon
Marion County ATC
Brandon Hardin
Barren County ATC
Ashley Hall
Bullitt County ATC
Amanda Harris
Bell County ATC
David Sowders
Boone County ATC
Gary Harper
Breathitt County ATC
Margaret Gross
Breckinridge County
Thomas Thompson
Bullitt County ATC
Brady Southwood
Butler County ATC
Ronnie Brenner
Campbell County ATC
Joseph Amann
Caldwell County ATC
Donna Gray
Casey County ATC
Cornelia Clark
Clark County ATC
Michael Kindred
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Anthony Strong
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Sheila Flowers
Cobb County ATC
Leila Crawford
Floyd County ATC
Lewis Martin
Fulton County ATC
Terry Sullivan
Garrard County ATC
David Honeycutt
Grayson County ATC
Linda Floyd
Grenup County ATC
Sarah Johnson
Breckinridge ATC
Anthony Webb
Jackson County ATC
Lonnie Moore
Knott County ATC
Danny Vance
Knox County ATC
Ralph Hakanah
Lake Cumberland ATC
Jeffrey Adams
Lee County ATC
Minnie Herald
Leslie County ATC
Dwight Lewis
Letcher County ATC
Lincoln County ATC
Amy Tracy
Madison County ATC
Douglas West
Martin County ATC
Mattie Williams
Mason County ATC
Jeremy McCloud
Mayfield/Graves Cty
Michael Miller
Meade County ATC
Hope Campbell
Millard ATC
Jim Hamilton
Monroe County ATC
Lee Wall
Montgomery County
Melanie Jackson
Morgan County ATC
Murray/Calloway Cty
James Hicks
Nelson County ATC
Rodney Vickes
Ohio County ATC
Robert Sisk
Paducah ATC
Donald Wann
Pulaski County ATC
Karla Hargis
Rockcastle County
Ralph Baker
Russell County ATC
Charles Parsons
Russellville ATC
Shelby County ATC
Susan Wiley
Warren County ATC
Eric Keslar
Wayne County ATC
John Blackett
Webster County ATC
Lawrence Gourley
District Support
Kay Kennedy
Susan Buckley, Assistant Director
District Facilities Branch
Greg Dunbar
District Trading & Transportation Data Branch
Cheri Meadows
Pupil Transportation Section
Roy Hance
Data Support Branch
Tim Cooper
District Funding & Reporting Branch
Chris Riker
District Financial Management Branch
LaTonya Bell