

**FAQ: STATE SUPPLEMENTAL CAREER AND TECHNICAL EDUCATION (CTE) FUNDING
PURSUANT TO 2024 HOUSE BILL 499 (HB 499)**

Q: Why is it no longer called “LAVEC funding?”

A: The previous state funding pool for LAVEC grants is now called “State Supplemental CTE Funds.” LAVEC, formerly a term used to identify local schools with five (5) or more CTE programs that qualified for state funding, is no longer needed as the new state supplemental CTE funds grants are now available to local CTE programs with and without five (5) or more CTE programs.

Q: Do state-operated schools receive supplemental CTE funds?

A: Although HB 499 included all locations of CTE programs in the state supplemental funding pool, the 2024 biennium budget bill ([House Bill 6](#)) included language that excluded state-operated programs and is the legislation that takes precedence. For this reason, the fifty (50) state-operated area technology centers, the Kentucky School for the Deaf, the Kentucky School for the Blind, and the Department of Juvenile Justice programs will not receive supplemental CTE funds in FY25 or FY26.

Q: Who qualifies for the “State CTE Funds” grants in FY25?

A: All CTE pathways in Kentucky public high schools and local CTE centers that meet the federal requirements of [Perkins V](#) are eligible to receive state CTE grants. Correspondingly, programs must meet the general program standards for secondary CTE programs pursuant to [705 KAR 4:231](#).

Q: How will my district’s state CTE grant funding allocation be calculated?

A: The overall state allocation for supplemental CTE funding is divided into two categories. Sixty percent (60%) is dedicated to base CTE funding and is determined by total student enrollment in qualifying pathway courses. Forty percent (40%) of the funding is performance-based funding, determined by the number of twelfth (12th) grade students who have earned incentives in up to four (4) categories:

1. Designation of a concentrator;
2. Successful completion of an approved CTE cooperative (co-op) education, internship, or apprenticeship course in which the student earned 300 or more hours of on-the-job training;
3. Earned an approved CTE dual credit with a grade of “C” or above;
4. Technical skill attainment (earned a valid industry certification or CTE End-of-Program (EOP) assessment certificate).

Q: How is the enrollment data for base funding determined?

A: Enrollment is based on a district’s full-time equivalent (FTE) of students in both general- and high-cost CTE programs and includes students in grades nine (9) through twelve (12). FTEs are calculated as “general-cost FTEs” which receives a weight of one (1) and “high-cost FTEs” which receive a weight of one and one half (1.5). The weighted FTE calculation includes the total number of secondary students enrolled in general-cost CTE programs and high-cost CTE programs, multiplied by the number of attend hours for which those students are enrolled divided by six (6) hours. FTE data will be pulled from term one (1) attend hours uploaded into the Technical Education Database System (TEDS) by November 15 of the previous school year.

Q: What programs or pathways are classified as high cost?

A: Please refer to the [CTE pathway weights spreadsheet](#) to view weights used for calculations.

Q: How is the data for the performance funding pulled?

A: Data for performance funding is based on the number of twelfth (12th) grade students who met the incentives throughout their secondary enrollment in each of the four (4) incentive categories. Data will be pulled following data reporting deadlines for the prior school year when the student was a twelfth grade (12th) student. The number of twelfth (12th) grade students who were concentrators and the number of students who earned at least one (1) industry certification or EOP certificate is reported from TEDS. The number of twelfth (12th) grade students who earned a grade of “C” or higher in an approved CTE dual credit course or successfully completed a CTE WBL course associated with 300 hours of on-the-job training is reported from Infinite Campus (IC).

Q: What data sets are used to determine funding?

A: Student enrollment data is pulled from term one (1) attend hours from the previous school year. Incentive data is pulled from the graduating cohort from the most recent school year for which data is available. For example, funding allocations for the 2024-2025 school year will be determined by enrollment calculations from term one (1) attend hours uploaded to TEDS in the fall of 2023 and incentive data from the 2023 graduating cohort.

Q: Does our Experience-Based Work course (901005) qualify for the WBL incentive?

A: 901005 is not an approved CTE course. While it qualifies for 300 hours of on-the-job training for career readiness in the accountability system, it does *not* qualify for CTE incentive funding.

Q: May a student earn/count for multiple incentives?

A: Yes, a student may count for multiple incentives. If a student earns all four (4) indicators, funding will be reflected one (1) time for all indicators. It will not be counted multiple times for the same indicator at the same location (*ex: if the student earns multiple industry certifications in a single pathway at a comprehensive high school*).

Q: What if the student earns an incentive in one district and then transfers to another?

A: The incentive credit will remain with the school where the student earned it.

Q: Will we receive one allocation for our entire district?

A: The district will receive a lump sum allocation. The allocation will show separate amounts per school based on enrollment and the number of incentives earned at each school. If the district has a locally operated center that does not have its own IC, the incentives reported through IC will show under the student’s home high school. It is up to the district to determine data regarding what incentives should be attributed to the local center.

Q: When will districts receive allocations? Will my districts allocation change for the fiscal year?

A: Award allocations will be shared with districts by June 30. Contracts will be sent out with a start date of July 1; however, the district may not expend funds until the districts contract is fully approved through the Finance and Administration Cabinet. Pursuant to 2024 HB 499, the allocation beginning July 1 will run through June 30 without a mid-year adjustment.

Q: What can we purchase with these funds?

A: The [Competitive State Grant Funding Matrix](#) shows a complete list of what is allowable with state CTE funds. Please note that districts are strongly encouraged not to spend more than twenty-five percent (25%) of their state CTE grant allocation on personnel expenses and must receive approval to expend funds on grades five (5) through eight (8). Pursuant to HB 499, the intent of CTE grant funds should be to improve student outcomes in CTE pathways including but not limited to student supplies, resources, materials, equipment, and support for CTE student organization participation.

Q: How does my district receive approval to use a portion of our allocation for middle school CTE?

A: Pursuant to HB 499, districts may [apply for approval](#) to use CTE funds for middle school CTE provided they detail a plan for exploration, there is direct alignment between the middle school and high school pathways within the district, and the expenditure of funds for middle school does not have a detrimental impact on CTE needs for students in secondary grades.

Q: Whom should I contact if I have additional questions?

A: [Lea Lewis](#) – Branch Manager (CTE budgets)
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