

Strengthening Career and Technical Education for the 21st Century Act

(Perkins V) Transition Plan

I. COVER PAGE

- A. State Name: Kentucky
- B. Eligible Agency: Kentucky Board of Education Submitting Plan on Behalf of State:
Kentucky Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

1. Name: David Horseman
2. Official Position Title: Associate Commissioner
3. Agency: Kentucky Department of Education
4. Telephone: (502) 564-4286 6. Email: David.Horseman@education.ky.gov

- D. Individual serving as the State Director for Career and Technical Education:
 Check here if this individual is the same person identified in Item C above and
then proceed to Item E below.

- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*

- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission;
and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) David Horseman	Telephone: 502/564-4286
Signature of Authorized Representative	Date:

2. Implementing Career and Technical Education Programs and Programs of Study (POS)

- a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

The Kentucky Office of Career and Technical Education and Student Transition (OCTEST) is working with the Kentucky Community and Technical College System (KCTCS) to create 22 model pathways for the most in-demand technical programs across the state. These models are the preferred course sequence for high school students to allow seamless entry into various KCTCS Associate in Applied Science (AAS) degrees upon high school graduation; however, colleges and school districts may develop alternative models based on local needs and the availability to teach a course(s) for dual credit.

Kentucky's programs of study include a non-duplicative series of courses that span secondary and postsecondary, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. For secondary students, the programs of study will include work-based learning and dual credit opportunities that lead to industry certifications and ultimately to high-skill, high-wage, and in-demand employment.

The 22 programs of study are as follows:

Advanced Manufacturing:

- Computerized Manufacturing & Machining
- Electrical Technology
- Engineering & Electronics Technology
- Industrial Maintenance

Business & IT:

- Business Administration Systems
- Computer Information Technologies

Construction & Trades:

- Air Conditioning Technology
- Construction Technology
- Welding Technology

Healthcare:

- Emergency Medical Services - Paramedic
- Medical Assisting
- Medical Information Technology
- Nursing

- Pharmacy Technology
- **Transportation & Logistics:**
- Automotive Technology
- Diesel Technology
- Heavy Equipment Technology

Other:

- Agriculture
- Criminal Justice
- Culinary Arts
- Interdisciplinary Early Childhood Education

These programs of study will develop a sequence of ten (10) courses, in most cases eight (8) technical and two (2) general education dual credit courses to maximize the state's Work Ready Kentucky and Dual Credit scholarships for high school students. The course sequences enable qualified students to start the pathway beginning in 9th grade and enroll in some, if not all, courses while in high school; however, the pathways are flexible enough to allow students to begin at any point in their high school career to earn dual credit. Most pathways will generate at least one entry-level certificate after four (4) courses and have the POS provide seamless transition from high school to KCTCS.

Kentucky's processes articulate and transfer coursework and programs from secondary career and technical education (CTE) to postsecondary, postsecondary CTE certificates to degrees, and associate degrees to bachelors' degrees. These pathways serve secondary students, traditional-age college students and returning adults. Students in postsecondary CTE can enter from articulated pathways in secondary, enter independently of their secondary programs, or enter as adult learners into certificate and degree pathways.

Kentucky's postsecondary institutions provide technical certificates, degree and licensure programs. Within certificate and degree programs, introductory courses provide a broad overview of the career field. Higher level courses progress in specificity and occupational focus as students advance through the program. As course skill requirements increase, they lead to either certificate or degree programs. Certificate programs receive technical designation to be considered a CTE program in Kentucky. Once designated as a technical certificate program, institutions can stack these certifications to degree programs, allowing for multiple entry and exit points. For the purposes of the Carl D. Perkins Act, Kentucky's focus is on technical certificates, licensures and two-year applied associate degree programs.

Kentucky has identified five (5) top industry sectors (Advanced Manufacturing; Transportation, Distribution and Logistics; Health Care and Social Assistance; Construction and Trades; and Business and IT Services) on which to

concentrate CTE. There are currently 22 programs of studies being developed that link to the top state industry sectors. By the end of the 2019-2020 fiscal year, each CTE program area will have at least one state-developed pathway, and most will have more than one.

- b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**

The Kentucky Department of Education (KDE) invests resources to develop, maintain and continually improve career pathways. This is necessary, as local requests have statewide impact that require ongoing support.

New career pathways for secondary education are created and adopted based upon:

- Specialized needs of business and industry;
- Innovative concepts that support industry and economic development opportunities for Kentucky; and
- Labor Market Information (LMI).

New career pathway requests for secondary education must be supported by the following information from the requesting districts/schools:

- Scope of proposed pathway;
- Labor Market Information (LMI); and
- Local, regional and/or state employer demand.

The process for these requests will involve the following stages:

Stage 1 - Research

- New career pathway request received from local school district, Kentucky Workforce Innovation Board, business and industry, etc.
- Conduct needs assessment based on regional and state LMI
- Obtain feedback/support from business and industry to determine need for specific occupations (cf. SOC codes)

Stage 2 -Approval

- Identification of pathway name, hierarchy and CIP code based on National Center for Education Statistics

Stage 3 – Business and Education Alignment Taskforce (BEAT)

- Identification or development of pathway standards
- Alignment to CTE End-of-Program Assessment for Articulation or KWIB-approved industry certification(s)

State 4 – Curriculum Writing Team

- Course content development and alignment to standards
- Identification of work-based learning opportunities
- Link to career and technical student organization opportunities
- Identify facilities and equipment needs

Stage 5 – Pilot Preparation

- Develop and provide related training and professional development materials for pathway implementation

Stage 6 – Communication and Launch

- Publish new pathway
- Communicate pathway pilot

Stage 7 – Pilot Pathway

- Pilot initial pathway courses prior to full implementation

Stage 8 – Full Implementation

- Assessment of preparatory students with CTE End-of-Program Assessment or KWIB-Approved Industry Certification
- Ongoing evaluation and refinement of pathway

Local applicants will be required to provide answers to the following questions:

- Briefly explain why this career pathway should be created and how its curriculum is not met by existing career pathways.
- Identify which of the sixteen (16) career clusters the new career pathway supports.
- What skill sets and credentials will students develop by completing this pathway?
- What technical skills and competencies will students be able to perform as a result of completing this pathway?
- What job/career titles are related to this pathway?

Each created pathway will be required to have local labor market and economic needs assessments, as well as letters of support from regional employers outlining the needs for such a pathway in the area. The request will also require local labor market data, information from the regional career centers and the district office for Economic Development.

In order to offer new programs of study, each of sixteen (16) KCTCS colleges must go through a program approval process. Institutions seeking approval or authorization to offer instruction must demonstrate that institutional and program standards are met and the program meets workforce demand. For KCTCS, programs are approved by the Board of Regents and require approval by its

accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACS).

In developing new programs, KCTCS colleges rely on input from Area Development Districts, Kentucky Career Centers, the Kentucky Workforce Innovation Board, regional economic development organizations, Chambers of Commerce, college program advisory boards, and college Boards of Directors. Program need is validated through labor market information and student demand. Programs of study must meet guidelines set forth by Kentucky's higher education coordinating body, the Council on Postsecondary Education.

i. promote continuous improvement in academic achievement and technical skill attainment;

Eligible recipients for Perkins funds will develop a local application based on a consolidated comprehensive needs assessment that will address community and educational needs of the county. Each district, area technology center and regional KCTCS college - will come together to develop one plan for the county to guarantee that the workforce needs in the community are being met. The plans will require that recipients address how the academic elements of the programs of study will be strengthened through the integration of career and technical components and ensure that determined outcomes are being met. Secondary and postsecondary institutions will be implementing programs of study that are aligned to industry standards, leading to an industry-recognized certification or college credit.

Additionally, the Kentucky Department of Education/Office of Career and Technical Education and Student Transition sets specific yearly goals based on the Perkins Indicators to ensure that eligible recipients are monitoring growth, with the expectation that the goals are met or exceeded. These goals are part of the recipient application. If the goals are met the recipient submits in their application a narrative which equates to next steps. However, if the goals are not met then the recipient provides a narrative outlining a plan to correct and improve outcomes.

Lastly, to ensure that eligible recipients are promoting academic and technical achievement the Kentucky Department of Education Office of Career and Technical Education and Student Transition monitor's eligible recipients through a risk based analysis according to requirement in the UGG under EDGAR. This process involves the use of data driven tool to select recipient for a monitoring face-to-face. The visit provides the department an opportunity to provide technical assistance if needed.

ii. expand access to career and technical education for special populations;

Special population representatives are required to engage in the comprehensive needs assessment. Each recipient will be required to address high-skill, high-wage and in-demand occupations for all students, including special populations. The groups will address the need to expand courses and programs in their area to meet the identified workforce needs. Each secondary recipient is required to have a system that leads the student to an individual learning plan. Early career exploration for all students, beginning as early as the fifth grade, will ensure that the special populations have equal access to and ability to participate in career and technical programs.

KCTCS colleges and regional universities provide support services to special populations and work with state services, such as Vocational Rehabilitation, to ensure access to postsecondary education when the student meets program entry admission standards. Technical certification of fewer than 18 credit hours have few admissions requirements. Colleges meet American Disabilities Act (ADA) requirements and Offices for Disability Services work with students, as requested.

iii. Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In Kentucky, legislation (KRS 158.645), has been passed for standards of essential (employability) skills identified by business and industry, and require that schools provide instruction for all secondary students, ending with a seal or credential which validates competency of these essential skills. Additionally, the state-developed programs of study include both employability standards, as well as foundational academic standards.

KCTCS colleges and regional universities include employability skills through various program curricula. Inclusion of general education courses within the AAS curriculum provides instruction in such skills as writing, reading, critical thinking and other employability skills.

- c. **Describe how the eligible agency will—**
- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

Information on approved programs of study and career pathways is disseminated through numerous sources, such as:

- Webinars
- Commissioners weekly email to superintendents
- Web pages (secondary and postsecondary)
- KACTE summer conference
- Social media
- Kentucky teacher newsletter
- State counselor's newsletter
- Newsletter to CTE district contacts
- District and college catalogs and view books
- Career fairs

The information is provided at the secondary and postsecondary levels to all community members, including special populations.

- d. **Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Each of the 16 KCTCS colleges partner with districts in their service areas to provide dual credit courses. These may be in general education classes (which may be counted towards an AAS) or may be in career and technical fields of study. Tuition charged for dual credit courses to the student by KCTCS is capped based on state legislation and is a percentage of full tuition. By statute, KCTCS colleges may be asked to provide technical program instruction by a college faculty member for high school students who have no access to the technical program at their high school or at an area technology center (ATC). In this case, state funds cover the cost of instruction to the student.

Kentucky has two types of dual credit tuition assistance for high school students taking dual credit: The Work Ready Kentucky Scholarship (WRKS) and the Dual Credit Scholarship (DCS). Students have access to two (2) classes covered by the WRKS in each grade for technical courses. Juniors and seniors are also eligible for the DCS for two (2) successfully completed dual credit courses (either technical and/or general education). The Kentucky Higher Education Assistance Authority (KHEAA) administers both scholarships.

School districts within the state may also provide performance-based credit for students. Performance-based credit shall have an established policy that includes:

- (a) Procedures for developing and amending the system;
 - (b) Conditions under which credits, descriptors and assessments may be granted;
 - (c) Procedures for grading and reporting;
 - (d) Content standards that address core academics and academic expectations as described in regulation;
 - (e) How state assessments will be used in the credit system;
 - (f) How a student will earn credit for outside or prior learning; and
 - (g) Have criteria to ensure that internships and cooperative learning experiences are:
 1. designed to further student progress;
 2. supervised by qualified instructors; and
 3. aligned with performance standards
- All policies and procedures MUST be maintained by the district.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Kentucky has many small, rural districts; students from these small districts must be included in the size, scope and quality determination.

Size: To identify size, the KDE definition is one (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.

Scope: The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or skilled area of the POS. Work-based learning should include areas outlined in Kentucky's Work-Based Learning Manual.

Quality: To measure the quality to the program of study, the school should meet the quality indicator outlined for Perkins Accountability.

3. Meeting the Needs of Special Populations

a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

The KDE OCTEST, through a collaborative process, developed a program identified for students that meet the criteria for alternate assessment. The program has a sequence of four (4) courses, which lead to a Career Work Experience Certification. The courses are designed to provide equal access activities, such as learning in the workplace, work experience, development of leadership skills and other employability skills.

The KDE Area Technology Centers offer summer career camps for non-traditional student as a method of early career exploration. The camps are structured to introduce middle school and rising high school students to non-traditional opportunities. The camps are open to all students. The camp participants meet with postsecondary institutions and businesses to discuss career options. Most sites also partner with local school districts to provide transportation and meals. Students hear speakers from female welders, female construction workers, male nurses, etc. Students participate in hands-on activities in program areas such as welding, CAD, medical nurse aide, and engineering.

Consistent, timely collaboration and communication occurs between school personnel, families and students related to the recruitment, application, selection, placement and service delivery for students with disabilities in career technical pathways.

Individuals who are members of special populations are provided equal access under Perkins V by providing modified lessons and accommodations. Students who receive assessment accommodations based on their high school Individual Education Program (IEP), 504 Plan or Program Services Plan (PSP), with appropriate documentation in Infinite Campus (IC) prior to testing, may utilize the accommodations for the Career and Technical Education End-of-Program (CTE EOP) assessment, TRACK Carpentry or TRACK Electrical assessments. Student testing accommodations must be provided in accordance with the Administrative Code for Kentucky's Educational Assessment Program

and Inclusion of Special Populations regulation trainings. Families are targeted with brochures and if appropriate an Admission and Release Committee (ARC) is held where strengths and weaknesses are discussed and a plan for training and employment is discussed. Usually a representative from the Office of Vocational Rehabilitation, a state agency which assists Kentuckians with disabilities with employment opportunities, is invited to the ARC. Depending on the needs of the student an individual learning plan is developed which is guided by the student's employment goal.

Foster children in Kentucky are required to participate in an independent living program with the Cabinet for Health and Family Services or the private childcare foster agency in which they are placed. One portion of the program is related to careers and the successful career skills needed for successful employment. KCTCS colleges provide support services to special populations and work with state services such as Vocational Rehabilitation to ensure access to postsecondary education when the student meets program entry admission standards. Technical certification of fewer than 18 credit hours have few admissions requirements. Colleges meet American Disabilities Act (ADA) requirements and Offices for Disability Services work with students as requested.

ii. will not be discriminated against on the basis of status as a member of a special population;

As stated in Kentucky's ESSA plan one of the key tenets of the Kentucky Department of Education's philosophy is equity, the belief that all students will have the opportunity to graduate from high school with the education and skills they need to go to college or start a career of their choice. All students have the opportunity for rich learning experiences and a well-rounded and supportive education with emphasis in providing student with opportunities in career and technical education.

The KCTCS System is an equal educational and employment opportunity institution and does not discriminate based on race, religion, color, sex, gender identity, gender presentation, national origin, age, disability, family medical history, or genetic information. Further, KCTCS prevents discrimination based on sexual orientation, parental status, marital status, political affiliation, military service, or any other non-merit-based factor.

iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this act for special populations.

Kentucky believes that all students should have a well-rounded education. Students who meet the definition of one or more of the special

populations, identified in the Act, have access to CTE programs and the instructional activities that are assisted with Perkins funds. CTE programs are available for students 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 accommodations to enable student success.

For students with disabilities, recruitment, applications, selection and service delivery meet all ADA requirements. School personnel, families and students are provided this information and receive relevant training. Technical and academic course offerings meet state and federal requirements with regard to access, non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise. Students with disabilities have access to secondary career-technical pathways. CTE providers make every effort to assure students with disabilities are provided supplementary services (defined as curriculum modifications, equipment modification, supportive personnel, and instructional aides and devices) within these pathways.

As previously stated, KCTCS colleges and regional universities provide support services to special populations and work with state services such as Vocational Rehabilitation to ensure access to postsecondary education when the student meets program entry admission standards. Technical certification of fewer than 18 credit hours have few admissions requirements. Colleges meet American Disabilities Act (ADA) requirements and Offices for Disability Services work with students, as requested.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

Each eligible recipient receiving funds will be required to submit a local application to the Office of Career and Technical Education and Student Transition. The application will be submitted electronically in the states Grants Management Application and Planning system (GMAP). The applications will be reviewed by state staff to ensure that all components are included and they meet minimum standards such as the school is implementing at least one program of study, providing career exploration for students and providing professional development for teacher and staff. The local applications must be approved by the state staff before the eligible recipient may spend funds.

a. each eligible recipient will promote academic achievement;

Section 134 (b)(4) 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. Each eligible recipient will be required to address how they will achieve this as part of their local applications. All local applications are reviewed and approved by the state staff.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

The Kentucky Office of Career and Technical Education and Student Transition (OCTEST) is working with the Kentucky Community and Technical College System (KCTCS) to create 22 model pathways for the most in-demand technical programs across the state. These models are the preferred course sequence for high school students to allow seamless entry into various KCTCS Associate in Applied Science (AAS) degrees upon high school graduation; however, colleges and school districts may develop

alternative models based on local needs and the availability to teach a course(s) for dual credit.

Kentucky's programs of study include a non-duplicative series of courses that span secondary and postsecondary, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. For secondary students, the programs of study will include work-based learning and dual credit opportunities that lead to industry certifications and ultimately to high-skill, high-wage, and in-demand employment.

All eligible recipients are required to submit at least one program of study that will be implemented in their school as part of their local applications. These will be reviewed and approved by state staff.

- c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

The Office of Career and Technical Education and Student Transition (OCTEST) will be providing a template to each eligible recipient for the comprehensive needs assessment to guarantee that consistent information is collected across the state. The eligible recipients will be required to work with local workforce agencies, special populations, and secondary and postsecondary partners to develop strong career and technical programs that meet the needs of their communities. Training will be provided to the local CTE contacts on data collections and asset mapping to ensure the comprehensive needs assessments meet the economic and education needs of the areas. The needs assessments will be reviewed and approved by state OCTEST staff before the local applications are completed.

- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;**

The 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 split for the transition year will be determined the same as in Perkins IV, 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. For the 2019-2020 fiscal year, the split is 56% secondary and 44% postsecondary.

- b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

Several 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.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

[Section 131(a) 1-3 and (e)]

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. 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. For the 2019-2020 transition year, secondary will receive \$9,215,815.06.

There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education and Student Transition collaborates with the Kentucky Department of Education's Title I coordinator to obtain the school district boundaries.

[Section 131 (b)]

Kentucky is not requesting a waiver for the transition year.

[Section 131 (c)]

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 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 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 131 (d)]

For the 2019-20 fiscal year, Kentucky has three school districts that only serve students that are K-8. The funds for the secondary students in the same attendance area are transfer to the secondary school serving the students.

- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

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. There are three universities that offer associate degrees and one community and technical college system that has sixteen community and technical colleges. For the 2019-20 fiscal year postsecondary will receive \$7,240,997.54.

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.

The attached EXCEL spread sheet includes the estimated allocations for all eligible recipients of Perkins funds; LEAs, postsecondary institutions, and area technology center. The allocations are based on the department estimated allocations. Kentucky allocations was less. After we receive the official Grant Award Notification (GAN) on July 1, we will recalculate the allocations and distribute them to the recipient for revisions to their budgets.

- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a) (3) of Perkins V).**

There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education and Student Transition collaborates with the Kentucky Department of Education's Title I coordinator to obtain the school district boundaries.

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. include a proposal for such an alternative formula; and**

- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Kentucky is not requesting a waiver for the transition year.

- 7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. Include a proposal for such an alternative formula; and**
 - b. Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Kentucky is not requesting a waiver for the transition year.

- 8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

Kentucky reports the fiscal effort of the state as an aggregate expenditure. The estimates Maintenance of Effort for the 2018-19 fiscal year will be \$270,392,531. Starting with Perkins V the state will take the option to establish a new baseline which will be 95% of the previous amount, \$256,872,904.45.