KENTUCKY DEPARTMENT OF EDUCATION

New Skills for Youth Grant Cohort II Application

Cover Page

Applicant Nelson County Schools **Amount Requested:** $ 115,000

Contact: Kimberly Brown

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Bardstown, KY 40004

Project Coordinator: Kimberly Brown **Title:** Director of Secondary Schools

Agency: Nelson County Schools

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Participants:

Name: Bardstown City Schools **Name: LaRue County Schools**

Name: Marion County Schools **Name: Nelson County Schools**

I assure the attached application has been reviewed and approved for implementation by all shareholders and the applicant will comply with all requirements, both technical and programmatic, pertaining to the New Skills for Youth Grant Cohort II. Failure to do so could impact future funding.

Thomas O. Brown 3-26-18

Applicant (Fiscal Agent) Authorized **Date**

Notary Public July 28, 2019

My commission expires

Notary seal

KENTUCKY DEPARTMENT OF EDUCATION
Eligibility Form

Partnering School Districts (2 or more): Bardstown City, LaRue County, Marion County, Nelson County

Postsecondary partner(s): Elizabethtown Community and Technical College

State Operated Area Technical Center(s) or Locally Operated Technical Center(s): Marion County Area Technology Center, Nelson County Area Technology Center

Business and Industry partners (2 or more) aligned to at least 1 of the top 5 *state* industry sectors:

Advanced Manufacturing	**Business & IT Services**	**Health Science**	**Construction & Trades**	**Transportation & Logistics**
American Fuji Seal, Magnolia Gas Storage, NPR of America, Orbis Corporation, TG Kentucky, Toyotomi America	Bardstown Internet, Bluegrass Cellular, Bourbon Capital Community Alliance	Hardin Memorial Hospital, Flaget Memorial Hospital, Lincoln Trail District Health Department, Sunrise Manor	IHG Electric, RAME Contracting, Salt River Electric	Conway Heaton, Springfield-Lebanon Airport Board, Elizabethtown Regional Airport

Community partner(s): Lincoln Trail Workforce Development Board, Marion County Economic Development, Nelson County Economic Development Agency, NELCO Training Inc., Springfield- Washington County Economic Development Authority, LaRue County Chamber of Commerce, Bardstown Nelson County Chamber of Commerce, Marion County Chamber of Commerce

Board resolution(s) from each participating district attached: **YES** ✓ **NO** ___

Signed Assurances Form: **YES** ✓ **NO** ___

Acknowledged inclusion of dual credit opportunities in planning: **YES** ✓ **NO** ___

Application must meet formatting and content requirements outlined in RFA. Applications not meeting these requirements will be deemed non-responsive.

KENTUCKY DEPARTMENT OF EDUCATION
Assurances Form

If application is funded, cohort assures work within the NSFY Timelines and Deliverables will be met:

NSFY Timelines and Deliverables

DATE	DELIVERABLE
August 15, 2018	Each cohort has attended informational session provided by KDE. *Attendees should include school district superintendent, finance officer, high school principal and guidance counselor(s), postsecondary partners and business and industry steering committee members.* *An informational session will be held on Wednesday, July 25, 2018 from 1:00 p.m.-6:00 p.m. at the Galt House Hotel, Louisville, Kentucky.* Each participating district signs list of assurances.
August 30, 2018 - *25% of funds distributed to districts after attending informational session*	
September 2018	Each cohort submits timeline, meeting dates, professional learning plan and objectives for planning year. Template will be provided.
October 2018 - March 2019	Each cohort participates in professional learning activities needed for implementation. This includes traveling to model career academies.
December 2018	Provide a detailed program of studies for each area of study being offered by regional academy (grades 9-14) that identify dual credit courses, high school graduation requirements and career and technical education coursework. Should also identify dual credit coursework and certifications obtained throughout the path. Describe how this plan will increase the number of students who have access to CTE programs of study that lead to high-demand industry sector occupations. Provide projected increase in dual credit, work-based learning and certifications.
March 2019	Provide a description of instructors, support staff and administrators that will create the regional career academy. Identify each person, their role and how they impact the career pathway(s) being offered at the academy.
April 2019 - Remaining funds distributed	Each cohort submits inter-local agreements and academy budgets for 1st year for review by KDE.

Fiscal Agent Signature and Title **Date**

Thomas O. Brown 3-26-18

KENTUCKY DEPARTMENT OF EDUCATION
Table of Contents
(for Grant Narrative)

Part 1: Employer Driven Process..... Page 1

Part 2: Support..... Page 3

Part 3: Program of Studies and Career Pathway Options..... Page 8

Part 4: Regional Career Academy..... Page 10

Part 5: Budget..... Page 15

Board Resolutions

Letters of Commitment

Part 1: Employer Driven Process

1.1 Our Regional Career Academy will be structured around **employer's input** and the state and regional labor market demands. The Programs of Study available to students will lead to high-skilled, high demand occupations identified by employer and state workforce data. Business and industry partners will be instrumental in providing direction in career pathway decisions and work-based learning experiences that lead to career fields in employer's desired areas. Employer partners from business and industries will be involved in the planning to ensure career fields needed by the region and sectors are being offered through programs of study, career pathways, certificates, degrees, dual credit courses, industry certifications, licensure, and registered apprenticeships. The educational and academic opportunities will be aligned to industry and employer needs; the career pathways that fulfill employer's needs will be expanded as more students will have opportunity, access, and credentials in those areas. Currently in Nelson and Marion County, business and industries strongly participate and support our career driven initiatives such as Mock Interviews, Networking and Job Fair, Job Shadowing, Work-Based Learning, and World Readiness Certification Program (Nelson); these initiatives will bridge over to future partnerships with Bardstown City, and LaRue County Schools.

1.2 **Industry partners from top industry sectors** are identified in the table below.

Table 1: Our Industry Partners

Sector	Industry Partner
Advanced Manufacturing	American Fuji Seal, Magnolia Gas Storage, NPR of America, Orbis Corporation, TG Kentucky, Toyotomi America
Business & IT	Bardstown Internet, Bluegrass Cellular, Bourbon Capital Community Alliance
Construction & Trades	IHG Electric, RAME Contracting, Salt River Electric
Healthcare	Hardin Memorial Hospital, Flaget Memorial Hospital, Lincoln Trail District Health Department, Sunrise Manor
Transportation & Logistics	Conway Heaton, Springfield-Lebanon Airport Board, Elizabethtown Regional Airport

Three county Economic Development Agencies, three county Chamber of Commerce, Workforce Development Board, NELCO Training Inc. Executive Director, and Area Technology

Center's Advisory Committee members will also represent industry partners from top industry sectors.

1.3 **Industry partners will serve on the following committees to collaborate, advise, and guide the regional career academy**. Table 2 shows the function of each committee.

Table 2: New Skills for Youth Committees

Planning Committee	Planning Committee Members will be determined from the academic steering committee after initial meeting. Representatives from each school district, postsecondary, ATC's, community partners, and industry partners will be included.
Program Advisory Committee	School district representatives, ATC's, and postsecondary institutions will work with industry partners in sub-groups based on sector. (ex. Healthcare industry partners will be on a Healthcare Program Advisory, Advanced Manufacturing industry partners will be on an Advanced Manufacturing Program Advisory, etc.)
Academic Steering Committee	Each member of the Academic Steering Committee, who they represent, and their role in the planning process is identified in Section 4.6.

To support employment growth, industry partners will help strengthen multiple career pathways and programs of study in Advanced Manufacturing, Business/IT, Construction & Trades, Healthcare, and Transportation and Logistics that lead to high-demand, high-wage careers. Business and industry partners will provide guidance in regards to student opportunities for recognized credentials, labor market information needs, work-based learning, and employability skills. While participating on the committees and in planning, industry partners will provide meaningful evidence into career fields needed by the region, as defined by their open and unfilled job opportunities specific to their industry sector. Each industry partner will provide input for the programs of study and their industry recognized credentials that will prepare students for a seamless transition into postsecondary education, career and technical training opportunities, and/or the workforce. Business and industry partners will provide support and/or benefits to our students targeting training, licensures, work-based learning experiences, and Registered Apprenticeships. Through industry partner guidance we will transform learning by increasing the number of opportunities for students, and aligning academic coursework with field experiences leading to success in the current and evolving workforce.

1.4 Labor market information from Economic Development Agencies, Chamber of Commerce, industry organizations, Kentucky Center for Education and Workforce Statistics (KCEWS), and Workforce Development Board will be utilized during the planning phase. Through the use of industry surveys and face-to-face discussions with these entities and employer partners, we will have **validated labor market information** that will be beneficial when detailing high demand careers in the high demand sectors, occupational projections, and specific needs. Employer partners and multiple workforce focused community partners will serve on the committees and KCEWS will be used to validate the labor market data during planning.

1.5 See **letters of commitment** included in the last section.

Part 2: Support

2.1 **Bardstown, LaRue, Marion, and Nelson County School Districts will be involved on the Planning Team for this regional career academy.** Preliminary meetings have already occurred and representatives have traveled to several other career academies to understand and gain knowledge of the possibilities, requirements, logistics, and specifics of the regional career academies. Along with business and industry, all school districts and Area Technology Center (ATC)'s will discuss and align the organization of career pathways, programs of study, course offerings and ways to design instruction related to high-skill, high-demand sectors. Each school district will have a team of shareholders ranging from educators working on curriculum development, administrators, counselors, staff, and student representatives. All districts will maintain close relationships with partners for continuous participation and improvement in the planning phase surrounding the employer-driven initiatives and roles of the industry partners. Representatives from all school districts will continue to visit career academies inside and outside our state, plan meetings, and participate in professional learning needed for the successful implementation of the regional career academy.

2.2 **Elizabethtown Community and Technical College (ECTC) will be a postsecondary partner and heavily involved on the Planning Team for this regional career academy.** Our strong partnership with ECTC promotes the development and increase of dual credit opportunities by: offering courses on-line, face to face, through adjunct instructors in our buildings/on ECTC campus, and accepting hours earned at other state institutions. ECTC will serve as a career hub and all-day learning environment, assisting with the alignment of programs of studies, and providing a seamless transition into post-secondary education, training, and/or the workplace. ECTC will play a large role in continuing to build on our progressive initiatives to offer students the opportunity to earn postsecondary credits while in high school; allowing the opportunity and access for completion of an Associate's Degree and/or credentials in the student's junior/senior year and beyond. ECTC has previously worked with the ATCs to be a Southern Association of Colleges and Schools (SACS) approved Satellite Campus for ECTC allowing more students in high-school to earn college credentials, with plans for full implementation in the 2018-2019 school year. ECTC will also assist the regional career academy to align courses to career pathways that lead to the completion of industry-recognized certification, licensure and certificates. The career and technical education (CTE) dual credit courses offered will lead to certifications and/or align with students' progress towards an Associate's Degree and/or articulated credit. ECTC currently offers pathways that align with those offered at the ATCs in four of the high-demand sectors and will be a key provider in increasing access for students to CTE programs. ECTC will continue to align their certificate and dual credit options with the ATC's pathways just as the current welding pathway at the Nelson County Area Technology Center (NCATC) offers a welding certificate and dual credit coursework on site. ECTC has also offered coursework and opportunities to enable ATC instructors to become dual credit providers at the local level. In combination with their involvement in planning and partnership through dual credit offerings, ECTC will provide

faculty members and other staff to serve on the committees. Currently, ECTC employs a Career Services Advisor that will be a strong contributor and partner to school counselors through career advising programs, programs of study, and work-based learning initiatives.

2.3 **The Marion and Nelson County Economic Development Directors, LaRue, Marion, and Nelson Bardstown/ Nelson County Chamber of Commerce Executive Directors, NELCO Training Inc. Executive Director and the Lincoln Trail Workforce Development Board will be involved in planning for this regional career academy.** As Nelson County was involved in the Work Ready Skills Program Initiative, important players were brought to the table to discuss the school's role in helping the Economic Development Agency and Chamber of Commerce to develop a strategy to move forward in workforce development. NELCO Training Inc. is a consortium of businesses and industries that jointly provide common training opportunities; membership comes from both large and small manufacturing in the area of auto components, bourbon distilling and bottling, as well as a variety of other businesses. The Lincoln Trail Workforce Development Board is a leader in the development of a qualified workforce to meet the skills requirements for current and future business and industry; this board covers all three counties and four school districts participating in this grant opportunity. Community partners from these significant organizations will provide insight on aligning the programs of study to high-skill, high-demand industry sectors and insight on certificates, degrees, dual credit courses, industry certifications, licensures, and registered apprenticeships that lead to career fields in employers' desired areas. While serving on the planning team, they can validate labor market information (LMI) and ensure that opportunity and access is aligning with LMI. Community partners will also play an essential role in providing information through survey responses, targeting skill requirements and collaborating and/or advising other business and industry of our innovative initiatives to strengthen the workforce.

2.4 **The Marion County Area Technology Center (MCATC) and Nelson County Area Technology Center will be involved on the Planning Team for this regional academy. ECTC currently serves as the ATC for LaRue County Schools.** The ATCs currently offer pathways that lead to careers in all five of the state industry sectors. The ATCs have suitable space available to house the career hubs, in addition to ECTC. Preliminary meetings have already occurred and ATC representatives have attended several other career academies to understand and gain knowledge of the possibilities, requirements, logistics, and specifics of other regional career academies. Along with the other partners serving on the committees, the ATC representatives will be involved in the organization and expansion of career pathways, programs of study, course offerings and innovative instructional designs related to high-skill, high-demand sectors. The CTE dual credit offerings will lead to certifications and/or align with student progress towards an Associate's Degree in CTE fields. Both ATCs are SACS approved satellite campus for ECTC allowing more students to earn college credentials in high school. The ATCs currently offer pathways that align with those offered at ECTC and will be a key provider in increasing access for students to CTE programs. The ATCs will continue aligning their certificate and dual credit options with the ECTC pathways just as the current welding pathway at NCATC offers a certificate and dual credit coursework. The ATCs will utilize resources acquired with the Work Ready Skills Initiative, business and industry donated items, TRACK partnerships, new partnerships, and exploring new pathways (computer science, aviation, Heavy-Civil Construction Apprenticeship). Both ATCs will maintain relationships with partners for continuous participation in the planning phase surrounding the employer-driven initiative and roles of the industry partners. The current advisory committees within the pathways at the ATCs, made up of approximately 50 members, will be utilized and represented. The ATCs will be involved in the work to create flexibility when delivering academic and technical studies. The representatives from the ATCs will continue to visit other career academies, plan meetings, and

participate in professional learning needed for creating and sustaining a regional career academy. Anticipated professional learning could include Southern Regional Educational Board (High Schools that Work), National Careers Pathway Network, Kentucky Federation for Advanced Manufacturing Education, and various Career Technical Education organizations.

2.5 The partnerships and shared resources between school districts, post-secondary partners, employer partners, and the Area Technology Centers would allow for **increased access to high-quality/high demand career pathways.** Alongside courses offered at the ATCs and high schools, students would have access to postsecondary pathways and credit bearing courses while in high school. Increasing flexibility in learning environments would allow for more access and support the goal of high-quality pathways leading to top industry sectors. Increasing the programs of study would increase dual credit opportunities, allow students to earn industry recognized credentials, and expand work-based learning experiences. By sharing resources and expanding credentials, access is increased for successful transition to postsecondary education, training, and/or the workforce. Alongside the post-secondary partners, collaborating school districts will coordinate, combine, and offer resources including but not limited to staffing, current pathways, cost sharing, occupational licensing and credentialing to increase student access to CTE programs. With this project, students will have access to high-wage, high-demand pathways. These opportunities and access will increase in three ways:

1) More juniors and seniors will be able to participate in full day CTE coursework;

2) 9th and 10th graders will be able to begin taking CTE classes in additional pathways;

3) Exploration of new pathways (Aviation, Construction Heavy Equipment).

The opportunities and overall guidance for students in the areas of programs of study and credentials that relate to high-quality/high-demand occupations for students will be aligned. School districts will provide more options for students including additional career pathways, strong career advising programs, dual credit coursework, industry-recognized certificates, and

related work-based learning experiences. School districts will work together to create flexibility when delivering academic and technical studies. The expansion of pathways is shown in Table 3.

Table 3: Current and Future Pathways

School	Sector	Post-Secondary Credentials Aligned
Bardstown, NCATC, MCATC	Advanced Manufacturing- CAD, Engineering and Design, Welding, Machine Tool Technology, Project Lead the Way Pre-Engineering, Industrial Maintenance	ECTC: Advanced Manufacturing, Computer Aided Drafting, Engineering Technology, Welding Technology
Bardstown, LaRue, Nelson, NCATC, Marion	Business & IT- Business & IT, Computer Science (beginning 2018-19)	ECTC: Computer and Information Technology, Business
NCATC, MCATC	Construction & Trades- Carpentry, Electrical, HVAC	ECTC: Air Conditioning Technology, Electrical Technology TRACK: Carpentry and Electrical
NCATC, MCATC	Healthcare- Health Science, PLTW Biomedical Science	ECTC: Allied Health- Nursing, Radiography, Respiratory Therapy, Health Science
NCATC, MCATC	Transportation & Logistics- Automotive	ECTC: Auto/Diesel Technology
NEW	Transportation & Logistics: Aviation Mechanic	KCTCS
NEW	Construction & Trades: Heavy-Civil Construction Apprenticeship	TRACK

2.6 See **letters of commitment** included in the last section.

Part 3: Program of Studies and Career Pathway Options

3.1 Our **Academy Steering Committee** includes: representatives from business and industry, the Workforce Innovation Board (WIB), and secondary, postsecondary and CTE professionals. Our students will be provided with opportunities for seamless transition to postsecondary education and training opportunities and/or the workforce to create a successful and bright future. Representatives from industry and business will provide oversight on their sector in regards to student opportunities for recognized credentials, labor market information needs, work-based learning, and employability needs and skills. The WIB will provide guidance in labor market information and essential knowledge, skills, dispositions and credentials needed for success in current and future workforce. Representatives from all educational partnerships will collaborate to increase educational opportunities for students through flexible schedules, programs of study, new learning environments, access to dual credit, postsecondary education, licensure and credentials to ensure our employers that our students are prepared for success

within the workplace. Through the work of the committees, this grant and partnership will allow more exploration in new pathways such as Aviation creating a partnership with the FAA and collaboration with local airports.

3.2 Representatives involved in the **Program Advisory Committees** will provide critical occupational and employment information. All committee members will provide input relating to career pathway opportunities in their area of specialty to lead our students in pathway selection. They will assist in the planning and alignment of pathways specific to their area. For example, healthcare professionals will advise on program development, programs of study, career pathways, available employment opportunities, what they look for in terms of licensure, certification or degrees, and other specifics in the healthcare area. The same will be true for manufacturing, business and IT, construction, transportation and logistics. Representatives on the program advisory committee will be invited and included on trips to other career academies that relate to their specific career area and needs. The resources and discussions from the Program Advisory Committee will be shared with the Academy Steering Committee while planning for our student's to access high-demand career pathways.

3.3 Representatives from our **postsecondary institution** (ECTC) will be involved in the Academy Steering Committee to provide guidance to the regional career academy and the **current pathway offerings.** ECTC will evaluate current pathway offerings through enrollment, employability, credentials granted, and completion rating. The CTE dual credit courses at both the ATC's and ECTC will lead to certifications and/or align with student progress towards an Associate's Degree. ECTC currently offers pathways that align with those offered at the ATC in four of the high-demand sectors and will provide faculty members and other staff to evaluate current pathway offerings. NCATC and MCATC are both SACS approved satellite campuses for teaching and learning.

3.4 Representatives from our **postsecondary institution** (ECTC) will be involved in the Academy Steering Committee to provide guidance and oversight to the regional career academy in relation to **career pathway offerings and programs of study**. ECTC will be involved in the utilization of labor market information and demand from industry to determine and increase access to pathways in high-quality/high-demand areas. If a new pathway is needed, ECTC would create the new program and would obtain KCTCS Board of Regents approval as a credentialed program. By being involved in determining new career pathway offerings, ECTC will also support and align recognized credentials in the form of: licensure, degrees, certificates, and dual credit courses for our career pathway offerings.

3.5 In the first three years of implementation, **progress will be evaluated** by the creation of additional in-demand pathways, more options to participate in Work-Based Learning, increased dual credit opportunities, and **employer feedback.** Local labor market needs will be met and addressed throughout the planning phase. The process of evaluating progress will occur by working closely with industry partners, employers, Lincoln Trail Area Workforce Innovation Board, Economic Development, NELCO, and Chamber of Commerce agencies. **LMI** from various local, regional, and state entities and publications will be used for evaluation (job trends, students attaining credentials) to ensure local employment market needs are being addressed. By year four, progress will be evaluated by: collaboration with the local WIB, high demand industry sectors having their employment needs filled, adjustment to job market changes, students increasing credentials earned prior to graduation and participation in work-based learning.

Part 4: Regional Career Academy

4.1 **MCATC, NCATC and ECTC will be transitioned into three hubs of our all-day regional career academy** by offering core academic courses alongside CTE courses for all partnering districts. The combination of academic and career and technical education classes will occur through virtual, online learning programs, face to face, dual-credit, and work-based

learning experiences. Access to additional career pathways and increased number of seats for CTE courses will occur at both ATCs. All students will have the opportunity to take dual credit courses. Freshman and sophomore students will be enrolled in academic and technical courses at the ATCs. Junior and senior students have the option to be at the ECTC campus or either ATC, enrolled in dual credit and work-based learning experiences. Junior and seniors will gain associate's degrees and/or certificates through a combination of academic and technical courses. Both ATC sites are accredited SACS Satellite Campus for ECTC, allowing more students in high-school to earn post-secondary credentials. By creating a collaborative partnership with all accessible sites (MCATC, NCATC, and ECTC), more students will be able to learn in programs they may not have had access to prior to establishing the career academy. This will allow greater opportunity and access to high-demand training, regardless of the school district of residency.

4.2 **A regional career academy with all-day learning options and flexible schedules will transform the high school experience and the way career and technical education is delivered.** Unlike the current model/delivery system, students will be able to design their own schedules and select courses relevant to their career interest and personal passion. Instruction will be delivered through virtual learning, face-to-face, performance based and/or traditional credits. With the increased access to dual credit opportunities and pathways, there will be additional seats for freshmen/sophomores at the all-day career hub at the ATCs and more options for juniors/seniors at the all-day career hub at ECTC. Juniors and seniors can take courses, academic and CTE, at ECTC that they cannot currently take because they are in the high school setting. By increasing access to career pathways and dual credit opportunities, students will gain credentials to earn a certificate, work on their Associates Degree, and/or complete their Associates Degree. While students currently participate in work-based learning experiences, the flexibility in scheduling and credentials will lead to an increase in student participation in all skilled experiences including- co-op, TRACK, and Registered Apprenticeships. Current TRACK

partners (RAME Contracting, IHG Electric, Crocus Academy, and Riggs Electric) and future work-based learning partners (Lebanon-Springfield Airport and Addington Field) will increase student participation which will transform their high school experience.

4.3 **Supply & Demand Data:** According to KCEWS, under Kentucky Future Skills Historic Supply, there are 23,896 people with 33,394 credentials in the Lincoln Trail Area; this is the second lowest area out of the ten in Kentucky. **Transitioning to a regional career academy** would increase the number of credentials earned. According to KCEWS, under Kentucky Future Skills Future Demand, the following are considered *Fast Growing* with wage of $39,000+: Healthcare Practitioners and Technical Occupations, Computer and Mathematical Occupations, Architecture and Engineering Occupations, Business and Financial Operations Occupations, Construction and Extraction Occupations, Installation, Maintenance, and Repair.

Table 4 highlights our labor market area needs: highest percent change and most annual openings 2014-2024 KCEWS Lincoln Trail Local Workforce Area.

Table 4: Projected Occupational Outlook

Sector	2014-2024 LTWIB Area Fastest Growing Projected Occupational Outlook	
	Number (Increase)	**Percent (Increase)**
Advanced Manufacturing Team Assemblers Industrial Machinery Mechanics Maintenance Workers, Machinery Machinists Mechanical Engineers	1,177	28.56%
Business & IT Services Cashiers Retail Salespersons Office Clerks, General Receptionists and Information Clerks Software Developers, Applications Meeting, Convention, and Event Planners Computer Systems Analysts Software Developers, Systems Software Customer Service Representatives Market Research Analysts and Marketing Specialists Computer User Support Specialists Personal Financial Advisors Loan Interviewers and Clerks	1,322	21.58%
Construction & Trades Maintenance and Repair Workers, General	118	17.37%

Heating, Air Conditioning, and Refrigeration Mechanics and Installers		
Health Science Registered Nurses Nursing Assistants Personal Career Aides Home Health Aides Physical Therapy Assistants Physical Therapists Nurse Practitioners Occupational Therapists Massage Therapists Clinical, Counseling, and School Psychologists	633	13.14%
Transportation & Logistics Heavy and Tractor-Trailer Truck Drivers Laborers and Freight, Stock and Material Movers, Hand Industrial Truck and Tractor Operators	467	26.77%

Employment and Key Sector Highlights recognized in KCEWS reports:

- Employment is projected to grow from 90,037 to 99,094 a gain of 10.06 percent (**LTWIB** Occupational Outlook)
- Total annual job openings are expected to be about 3,094 (**LTWIB** Occupational Outlook)
- Graduates **working in the key sectors earn the most** with the highest median income earned by Career Ready students, following by College and Career Ready students (CTE Outcomes)
- Overall, graduates working in the **Key Sectors earn twice as much on average** as graduates working in the Non-Key Sectors (CTE Outcomes)
- **Career Ready Only** graduates **(36%)** are working in high-earning **Key Sectors** at **a higher rate** than College and **Career Ready graduates (39%)** and **College Ready Only graduates (24%)**. (CTE Outcomes)
- Graduates employed in **Manufacturing** earn, on average, **nearly triple the wages of graduates in Non-Key Sectors** and graduated employed in **Construction** earn **double the wages of graduates in Non-Key Sectors**. (CTE Outcomes)

Table 5 highlights the project goals for our career academy.

Table 5: Current Statistics and Project Goals

	Bardstown City	LaRue County	Marion County	Nelson County	Totals	Projected 3 Year Goal (2022)	Projected 8 Year Goal (2027)
Class of '17 KOSSA & Industry Certs	66/147	53/184	97/217	96/410	312/958 (32.5%)	38%	50%
17-18 Work-Based Learning (Co-Ops)	5	0	17	62	84	115	160
17-18 CTE Dual Credit Enrollment	6	60	25	33	124	250	500
17-18 Academic Dual Credit Enrollment	88	307	373	824	1,592	2,000	2,500
Class of '17 College and Career Ready	94/147	125/184	155/217	197/410	571/958 (59.6%)	*TBD	
Increase the number of adjunct professors teaching students in high school by 2020							

*Kentucky's future Transition Readiness criteria is under development. Once finalized, appropriate goals will be set in terms of dual credit, apprenticeship, etc.

4.4 **Main barriers that have already been identified and discussed** during previous meetings include: transportation, funding, qualified staff, marketing, logistics/scheduling, instructors for post-secondary location, and classroom capacity and equipment at post-secondary. Transportation can be addressed by utilizing non-traditional instructional opportunities for students and differentiated learning; Wi-Fi buses and individual learning plans may be options. By all school districts sharing resources and in-kind donations from local industry, this opportunity for students can be supported. All school districts and ATC's will encourage teachers to become certified to teach CTE dual-credit courses. Along with having all stakeholders (administration, counselors, principals, students, local business & industry) involved, creating a name, logo, and image and utilizing social media, the career academy will be marketed. The all-day experience will require research and flexibility for effective scheduling. Instructors for the post-secondary location will be addressed through qualified high school teachers becoming certified to teach dual-credit courses, high school teachers teaching at ECTC classrooms, and adding instructors. By running multiple sections of classes at different times (for example, through online learning platform or logistics on the post-secondary end), classroom capacity and equipment would be available. All barriers identified and discussed are able to be overcome through collaboration and continuous meetings from all school districts, ATC's, and postsecondary involved.

4.5 See **Board Resolutions** included in the next section.

4.6 **Academic Steering Committee Membership**

Table 6: Academic Steering Committee

	Name	Representation	Role(s)
1	Tim Beck	Director of Curriculum, Instructional, and Assessment, Bardstown City Schools	Educational, K-12 Schools
2	Chris Pickett	Principal, Bardstown City Schools	Educational, K-12 Schools
3	Amanda Reed	Assistant Superintendent, LaRue County Schools	Educational, K-12 Schools
4	Denise Skaggs	Principal, LaRue County Schools	Educational, K-12 Schools

5	Troy Benningfield	Instructional Supervisor, Marion County Schools	Educational, K-12 Schools
6	Thad Elmore	Principal, Marion County Schools	Educational, K-12 Schools
7	Kim Brown	Director of Secondary Schools, Nelson County Schools	Educational, K-12 Schools
8	Tanya Jury	Principal, Nelson County Schools	Educational, K-12 Schools
9	Wes Bradley	Principal, Nelson County Schools	Educational, K-12 Schools
10	Jeremey Booher	Principal, Nelson County Area Technology Center	Educational, CTE
11	Christina McRay	Principal, Marion County Area Technology Center	Educational, CTE
12	Dr. Tiffany Evans	Provost and Chief Academic Officer, Elizabethtown Community and Technical	Educational, Postsecondary
13	Paul Sturgeon	Dean of Retention, Elizabethtown Community and Technical	Educational, Postsecondary
1	Sherry Johnson	Executive Director, Lincoln Trail Area Workforce Innovation	Community Partner- Workforce Innovation Board
2	Sandy Kidd	Executive Director, LaRue County Chamber of Commerce	Community Partner- Chamber
3	Tom Lund	President, Marion County Industrial Foundation	Economic Development Partner
4	Kim Huston	President, Nelson County Economic Development	Economic Development Partner
5	Stan Carton	Executive Director, NELCO Training Inc.	Community Partner
6	Robert Cecil	Secretary and Treasurer, NPR of America	Sector Consultant- Advanced Manufacturing
7	Holly Brady	Human Resource Specialist, Toyotomi America	Sector Consultant- Advanced Manufacturing
8	Sherry Powers	Vice President-Administration & Customer Service, Bluegrass Cellular	Sector Consultant- Business & IT
9	John Hayden	President, RAME Contracting Inc.	Sector Consultant- Construction & Trades
10	Myra Covault	Vice President—Chief Human Resources Officer, Hardin Memorial Hospital	Sector Consultant- Healthcare
11	Norma Goss	VP Patient Care Service, Flaget Memorial Hospital	Sector Consultant- Healthcare
12	Andy Brooks	Airport Director, Lebanon-Springfield Airport	Sector Consultant- Transportation & Logistics
13	Don Wise	Chairman, Elizabethtown Regional Airport	Sector Consultant- Transportation & Logistics

Part 5: Budget

Please see the detailed budget and narrative form attached to this application.

New Skills for Youth Grant Cohort II

Detailed Budget & Narrative Form

2018-2019

Nelson County Schools

Name of Applicant

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for the New Skills for Youth Grant Cohort I. Successful approval of budget is pending further review by the Kentucky Department of Education.

Cost Category	Grant Amount (NSFY funds)
Team Planning Lead Salary/Fringe* $30,000- Salary and fringe for Planning Team Lead	**$30,000**
Travel (visit Career Academies, planning meetings, professional learning)** *$10,000- Career Academy Visits* $3,500- Regional visits (ground transportation, lodging, meals = approximately $350 per person x 10 people) $6,500- National visits (airfare, ground transportation, l lodging, meals = approximately $1,300 per person x 10 people) *$30,000- Professional Learning at educational conferences* $13,500- Regional visits (ground transportation, lodging, meals = approximately $675 per person x 20 people) $16,500- National visits (airfare, ground transportation, l lodging, meals = approximately $1,500 per person x 11 people)	**$40,000**
Marketing/Communication *Planning Team will contract with a graphic design firm to create marketing materials to advertise the new career academy and recruit students* $2,500 – Name/Logo development $20,000- Multiple informational videos to target various audiences $7,500- Printed brochures and postage	**$30,000**
Fees-associated with development of regional career academy plan $12,000- Legal fees at $150/hour x approximately 80 hours	**$12,000**
Expenses specific to the planning grant (provide detailed explanation) $2,000- Meeting space rental for community meetings in each district $1,000- printing and supplies for planning and community meetings	**$3,000**
GRAND TOTAL	**$115,000**

***Up to $30,000 for Team Planning Lead Salary/Fringe**
****Up to $10,000 for visits to Career Academies**