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CONSOLIDATED ANNUAL REPORT
FISCAL YEAR 2007

The Kentucky Office of Career and Technical Education (OCTE) is working to improve the instructional quality of career and technical education programs throughout Kentucky. We are committed to providing the leadership and guidance necessary to provide the citizens of Kentucky with relevant and rigorous career and technical education that meets the needs of business and industry. Input from industry, community leaders, students, parents and educators play a vital role in curriculum development and instructional improvement. Our goals are for all career and technical education programs to continuously improve, meet the Perkins accountability indicators, encourage more stringent and frequent program assessments, and to keep programs current with business and industry.

STATE ADMINISTRATION

Sole State Agency and Governance Structure. The Kentucky Office of Career and Technical Education is a part of the Kentucky Education Cabinet. The Kentucky Workforce Investment Board (KWIB) is the eligible agency that administers the Perkins grant; the regulation making the KWIB the eligible agency was codified in 2006. The Kentucky Workforce Investment Board delegated authority to the Executive Director of the Office of Career and Technical Education to administer, supervisor, and evaluate activities related to the Perkins Act. The Federal Programs Branch is responsible for carrying out the provisions of the Act as approved by the Executive Director for the Office of Career and Technical Education. The Office of Career and Technical Education has contracted with other educational agencies and institutions for the purposes of meeting the requirements of the law and improving technical education. The Kentucky Workforce Investment Board is responsible for the four requirements mandated in the law. An organizational chart can be found in Appendix A.

The responsibilities for administering the Perkins grant included:

1. developing, distributing, and compiling the results of a statewide survey to identify leadership activities needed;
2. holding advisory committee meetings to receive input for the State Plan's continued implementation and improvement;
3. monitoring program expenditures to assure compliance with Perkins legislation;
4. allocating funds, approving local applications, approving leadership grants, entering into Memoranda of Agreements with universities, contracting with the Kentucky Department of Education and the Kentucky Community and Technical College System to distribute funds to local education agencies, monitoring, and approving requests for reimbursement;
5. coordinating with other agencies;
6. collecting accountability data, preparing reports for analysis, and providing training to

individuals who input accountability data into the Technical Education Data System (TEDS);
7. working with programmers on an ongoing basis to further develop and improve the current TEDS system;
8. granting waivers to eligible recipients that do not have other eligible recipients within a reasonable distance to enter into a consortia; and
9. providing technical assistance

Organization of Vocational and Technical Education Programs. Kentucky secondary and postsecondary students are enrolled in 177 different career and technical education programs across the state. Programs are offered to students in middle and high schools, area technology centers serving secondary students, a virtual area technology center, community and technical colleges, correctional facilities, and regional universities across the state. Kentucky is in the process of implementing programs of study, known as career pathways in Kentucky. Applied academics imbedded into career and technical education curriculum has been and continues to be a major focus of curriculum development and revision. Articulation agreements have been in place for several years and their revision process is ongoing.

STATE LEADERSHIP

Required Activities and Permissive Activities. An assessment instrument has been developed with input from administrators, secondary and postsecondary teachers, and business and industry representatives to evaluate technical programs at the secondary level in area technology centers and locally controlled secondary programs located within the high schools. The goal of the assessment project is to ensure that all technical programs operated by state and local school districts are offering students the same quality of program offerings, and ultimately, the same opportunities for employment and a seamless path to post-secondary education.

During the school year, one-half of programs at the secondary level were visited by assessment teams. These teams consisted of a university teacher educator as the leader, an industry representative, and state staff from secondary and post-secondary educational agencies. During each assessment visit, programs were thoroughly reviewed and evaluated in each of the following areas: technical and academic curriculum, lesson planning, postsecondary links, program contributions to the community, follow up and placement, classroom safety, involvement in student organizations, incorporation of technology in the classroom, work-based learning opportunities for students, teacher certification, and professional development.

Technical assistance was given to teachers, principals, and coordinators as visits were made. Training was provided throughout the school year and summer. During the past fiscal year, 54 secondary schools with 192 programs were visited. A web site has been developed to house the assessment instrument and allow schools to access the instrument to conduct a self-evaluation at the end of the school year. The website also includes instructions,

supporting documents, resources, and examples of documentation. The statewide school average for assessment team visits continues to increase.

Committees have been formed at both the secondary and postsecondary level to evaluate end of course and end of program assessment options. Several end of course assessments have been developed in house and piloted at the area technology centers. These include Automotive and Auto Body Technology, Business Technology, and Health Sciences programs. These assessments were delivered via the internet and CPS technology. Decisions regarding the statewide direction of assessment in Kentucky career and technical education programs will be finalized in early 2008.

A performance-based training and assessment system known as the Skill Standards Certification System was initiated in 1999 for secondary students enrolled in technical education. The statewide implementation of the skill standards project has encouraged all teachers to ensure that they are teaching current curriculum that is aligned to the industry endorsed skill standards by occupational area. Aligning the curriculum is helping to ensure that students statewide are receiving high-level technical training in their chosen career area in addition to measuring academic and employability skills. The reporting of assessment results at the state, school and student level has been very beneficial to career and technical education teachers as they work to align their curriculum and evaluate how their students "measure up" to others statewide on the Kentucky Occupational Skills Standards Assessment (KOSSA). This endeavor is helping to shape the direction of career and technical education in our state. The Skill Standards Assessment implementation has placed a heavy focus on the need for all schools to accurately and consistently report student data at the secondary level. This system is helping to close the gap and guide districts in more thorough and accurate reporting. The skill standards assessment has served as one means of reviewing the performance level of career and technical education programs in Kentucky.

The Skill Standards assessments were developed "in house" with input from business and industry representative and teachers. All students who are enrolled in technical programs at the secondary level in local high schools and area technology centers who have completed or are currently enrolled in the 3rd credit of a career major take the appropriate test for the career area in which they are enrolled each spring. Although successfully passing the test is not a requirement for their graduation, participation in the assessment process allows the student to see the skill level they have obtained in their class work in the technical field he or she is pursuing. In addition, the test results serve as a credential for students to provide future employers. The measure for 2S2 indicator is based on the number of 12th grade students who take the test and who pass the test. The KOSSA system is serving as a meaningful tool at the school, district, and state level as a means for program evaluation and improvement in career and technical education in Kentucky.

Professional development activities were held throughout the year on a variety of topics requested by teachers, including learning to use technology in the classroom, integration of academics and technical skills, classroom management, and working effectively with special population students. In addition, short-term upgrade classes for technical instructors were

offered during the summer. The classes were specifically designed for each program. The classes ranged in length from one to five days and provided hands on training in the latest equipment, software and teaching materials. The training was available for all CTE instructors including those from the universities, community and technical colleges, area technology centers, and locally controlled secondary programs. Over 1,200 instructors participated in a total of 71 workshops. The workshops included the latest in industry processes and equipment, industry certifications, and enhancing academics in the CTE programs.

A statewide three day conference was also held during the summer with both secondary and postsecondary instructors and administrators invited to attend. Those attending the conference had an opportunity to network, share ideas, locate resources, and develop new instructional strategies. The Kentucky Community and Technical College System (KCTCS) provided a variety of initiatives geared toward technical/program faculty development including a Master Teacher Seminar, New Horizons Conference on Teaching and Learning, Scenarios Online, the Ashland Teaching Learning Conference, Content Literacy Training, and the popular Teaching Consultation Program as well as many discipline specific opportunities

The New Teacher Institute (NTI) is a joint effort between the state universities offering an approved teacher education-training program (certification) and the Office of Career and Technical Education. New technical teachers employed by the Education Cabinet, Office of Career and Technical Education, Job Corps training centers, and high school (non-degree) instructors participate in NTI in order to develop essential competencies in areas such as methods of teaching, working with special needs students, assessment techniques, group instruction, instructional media, classroom control, and lesson plan preparation in their first year of teaching. Participants are also required to prepare and present a lesson presentation that will be critiqued by participants. The initial five-day training is followed up three to six months later with a two-day workshop. The two-day workshop brings participants together with experienced educators and state department staff to share experiences and develop strategies in planning, managing, organizing and evaluating instruction and teaching techniques. This program is integrated into the teacher internship and field-based education programs offered through the universities in Kentucky. New teachers participating in NTI receive three hours of college credit upon successful completion of the workshops. Approximately 120 new teachers participate in the New Teacher Institute workshop each year. The NTI program is continuously improving its curriculum and delivery system to incorporate new teacher standards that are research based and reflective of best teacher practices in technical education.

In order to encourage newly hired technical instructors to pursue degree requirements, regional universities awarded up to 18 credit hours for the successful completion of a written and performance National Occupational and Competency Testing Institute (NOCTI) exam. Newly hired technical instructors are required to successfully pass the written NOCTI to determine their competence in the program area in which they are to be hired. In order to receive college credit, 15 instructors also elected to complete the performance NOCTI. Instructors were also encouraged to obtain professional skill certification in their program area, such as ASE, AWS, CISCO, CTIA, NCCER, NIMS and MOUS.

The New Principal Institute (NPI) was designed to provide new area technology center principals overall information that focuses on major goals and objectives. The NPI Workshop provides information to support the new principal's growth as a professional person to continue improvement, learning and understanding of Instructional Improvement, Technical Education System in Kentucky, Management of a Technical School, Supervision, Administration and Budget Information, Rules, Regulations and Responsibilities, School and Program Issues, Working with Local Board of Education, and Working with Business and Industry/Community Relations. This workshop is designed to provide the new principal with learning activities such as Problem-Solving, Brain-Storming, Team Work, Role Playing, Time Management, and Communication Skills.

The New Teacher Academy (NTA) has been developed for 1st, 2nd and 3rd year secondary teachers that have completed a B.S. Degree and who are presently teaching in a career and technical education program. The workshop is designed to provide relevant teaching competencies based on the new teacher standards and target specific areas of instruction which participating teachers have identified as being a challenge. At the same time, NTA provides new teachers an opportunity to reflect on and analyze their teaching practices and to make curriculum and management adjustments necessary for ensuring maximum student learning.

During the 2007 fiscal year, the Corrections Education Unit of the Kentucky Community and Technical College System provides educational opportunities for inmates housed within the adult public correctional facilities. Fourteen technical certificate programs at ten correctional facilities are offered tuition free. Programs saw increased enrollment and expanded degree offerings during the school year. Perkins funding was utilized to provide new equipment to meet curriculum revisions and industry standards and provide professional development opportunities to faculty. Equipment purchases have continued to be a priority during the past year due to curriculum revisions. KCTCS' curriculum is developed using business and industry standards and is based on the input from business leaders in the state. Faculty continued to work on the implementation of collaborative programs between technical, academic and community college department to assist students in overcoming educational barriers to ensure students have the opportunity to reach the highest level of educational opportunities available through KCTCS. Through continued curriculum development, state-of-the-art equipment, and adequate career counseling services, the correctional education program continually strives to meet the needs of its students.

Both secondary and post-secondary curriculum within our state is constantly undergoing revision and development to meet the changing needs of industry and provide students with skills to be successful in the workplace. Secondary curriculum for the KY Tech Area Technology Centers was reviewed and evaluated by teams of instructors, state supervisors of instruction and business and industry representatives to assure that skills demanded by industry were being taught. During the year, seven programs were revised and 38 programs were reviewed. Instructors and business and industry representatives assisted with the review and revisions. One new program was added. The secondary curriculum used within KY TECH is aligned with that being used in post-secondary KCTCS technical colleges to allow

a seamless transition for students from secondary to post-secondary technical education. The curriculum also integrates academic and technical skills. The web-based curriculum database system was revised to include all skill standards available in Kentucky. A lesson plan database has been developed to assist new instructors in choosing appropriate educational activities for students that are aligned with KY TECH curriculum. Many lesson plans have compatible Power-Points, handouts, worksheets and tests attached. This database is available to anyone having web access. Both the lesson plan and curriculum databases have been very well received by teachers and are continually being updated to meet instructional needs.

The emphasis on academic and technical integration of instruction continued throughout Kentucky. Relevant instruction grants were awarded to 26 teams consisting of one academic and one technical instructor. Each team developed three lesson plans that emphasized the academics (math, English, or science) inherent in the lesson. The academic teacher acted as a resource for the CTE teacher. A pre and post evaluation was conducted by the CTE teacher. The results of the evaluations showed that student achievement improved on these lessons, both academically and technically.

The Kentucky Department of Education (KDE) continued its development and revision of the CTE Program of Studies. Particular attention was paid to the integration of math and science. Other aspects of development included alignment of academic expectations, core content for assessment, technical content, skill standards and SCANS. Revision of the Program of Studies in Industrial Education confined to the construction cluster. A committee of KCTCS instructors and secondary instructors developed a career pathway consisting of sequences of courses from secondary to community/technical colleges and four-year institutions. Consensus on the pathway was obtained from a broad group of stakeholders including teachers, administrators and business and industry. A new course, Introduction to Construction, was piloted during the 2006-2007 school year as well as CAD curriculum based on Geometry Standards.

The Business Education Program of Studies was revised to reflect needs identified by business/industry, teacher educators, and teachers. This included updated titles of four new courses. These courses were Accounting and Finance Foundations, Advanced Computer Technology Applications, Financial Accounting and Financial Services I and II. Revisions in the Program of Studies for Health Science included changes in current courses and the development of three new courses. All courses were aligned to core content for assessment. Family and Consumer Sciences developed two new courses, Principals of Hospitality and Specialized Services in Hospitality. Other courses developed included Career Choices and Leadership Dynamics. A Principals of Teaching class was developed and piloted in 18 schools.

The Center to Advance the Teaching of Technology and Science Consortium produced significant resources and services for member states. These included the development courses in Invention and Innovations, Advanced Design Applications and development of teacher resources. Products completed by the Mark ED Consortium in the area of curriculum and available to teachers and others in member states included marketing

standards, work based learning materials and student recruiting materials. Membership in the consortium for health Science and Technology provided a number of benefits/ resources. Among them was Pathways in Health Science developed as a part of the national career cluster project and integrated activities for K-12. Other benefits included access to health Science curriculum from member states, and representation on the national board.

Development of two interdisciplinary courses integrating math and science is being continued. Members of the Kentucky Engineering Association provided input into the design of courses and reviewed materials as developed to increase the number of students earning science credit through interdisciplinary courses. To increase the science score for agriculture concentrators, an agri-science teaching manual was developed and distributed to teachers. The manual included sequences of courses for strands of plant, animal, food and environmental science. Another curriculum effort impacting CTE programs was the identification and development of activities integral to each Career and Technical Education Student Organization.

Permissive Activities.

The Office of Career and Technical Education (OCTE) system of 55 area technology centers was the first system of technical schools to receive district accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI). SACSCASI requires the district to continue to monitor accreditation requirements for the system and its schools and continue to engage methods that provide for quality assurance. The OCTE includes data from Perkins performance measures, the Kentucky Occupational Skill Standards Assessment, Commonwealth Accountability Testing System, and the program assessment process to develop program, school and district plans to monitor continuous improvement.

The Office of Career and Technical Education crossed another online learning milestone in 2007 when it partnered with the Kentucky Department of Education – Kentucky Virtual High School to provide technical courses to students with limited access to technical education. Through this endeavor the Kentucky Virtual Area Technology Center (KVATC) became a recognized provider of online learning as part of the Kentucky Virtual Schools framework, which serves the K-12 community.

The KVATC is providing online content in Computer Aided Drafting, Geographic Information Systems, Computer Programming and Computer Applications to remotely located students. These courses serve students studying to be technicians and those pursuing careers in Engineering, Architecture and Software Engineering. In addition, KVATC is offering computer literacy training to OCTE staff in an effort to increase the use of instructional technology by all teachers. Training is also being offered to new CTE teachers to help enhance their classrooms and assist them in completing teacher certification requirements. Over 60 CTE teachers are taking advantage of KVATC capabilities by moving technical content to the online format. Students will be able to access class content from home or anywhere they have an internet connection. Teachers have commented that students are more likely to complete homework assignments, stay on task and current with course work.

OCTE was recognized as part of a larger partnership when the Commonwealth Office of Technology (COT) presented the Second Annual Best of Kentucky Awards at the 2007 Kentucky Digital Summit. The summit, co-sponsored each year by COT and Government Technology Magazine, recognizes outstanding individuals and programs that have made information technology contributions to the public sector. OCTE was a co-recipient of the "Best IT Collaboration Among Organizations" award with the Kentucky Educational Network, Education Cabinet, Kentucky Department of Education, Council on Postsecondary Education, and Educational Professional Standards Board for efforts to establish a high speed education network capable of delivering content rich interactive resources to all of Kentucky's education providers.

The Kentucky Community and Technical College System continued its planning and development of on-line courses. Partnerships were formed between secondary and post secondary educational agencies to provide access to education for Kentucky citizens who would not have the opportunity to learn if not for the convenience and accessibility of e-learning through the Kentucky Virtual University.

KCTCS also continued development and implementation of DACUM/Work Keys profiles of each program area being taught. The profiles were provided to curriculum committees for consideration and inclusion in the development/revision/alignment of the KCTCS curriculum. The process continues to earn KCTCS national recognition and the curriculum development and revisions will prepare graduates for entry into the workplace. The project has benefited the overall post-secondary system by allowing a means of measuring student knowledge prior to entry into the program and also upon exit from the program to determine if the student has met a previously defined standard. Accrediting body guidelines were utilized to update curriculum and to ensure that graduates were ready to enter the workforce as competent practitioners.

Articulation agreements for all technical programs offered in secondary schools are in place and are constantly being reviewed. Discussions are ongoing with two-year technical colleges and eight regional universities within the state, and with selected private and technical colleges in the neighboring states of Indiana, Illinois, and Tennessee. The goal is to provide Kentucky students the opportunity for a seamless transfer of credits from the secondary to post secondary level, encouraging a better-educated workforce and potential economic development opportunities for our state.

Students enrolled in career-technical education were encouraged to develop leadership skills through participation in student organizations. Regional, state, and national conference participation was encouraged. Approximately 5,000 students from Career and Technical Students Organizations (DECA, FBLA, FCCLA, FFA, HOSA, PBL, Skills USA-VICA, TSA) represented Kentucky at state and national leadership conferences to compete in and develop leadership skills. Through the leadership training opportunities and the competitions, technical skills taught in the classroom were enhanced. Advisors supervised students at conferences and attended updates for conference activities, award programs, ran competitive events, and participated in conference forums. As a result, students and teachers became more aware of career and technical education initiatives. The networking

opportunities provided through participation in conference activities assisted advisors in establishing resource contacts with fellow technical educators.

DISTRIBUTION OF FUNDS

During the 2007 fiscal year, 223 secondary schools and 21 postsecondary schools within Kentucky received approximately $15,413,263 million dollars in Perkins funding. Funding is split 51% to postsecondary institutions and 49% to secondary institutions.

The formula for postsecondary technical education continues to be based upon the number of students enrolled in technical education programs who have received Pell grants or other financial assistance through the training agreements in the Workforce Investment Act. There are no students who receive assistance from the Bureau of Indian Affairs. The formula for secondary technical education is based on the number of individuals aged 5 through 17 who reside in school districts and the number of families with children aged 5 through 17 who reside in school districts and who meet the poverty guide lines.

The sole state agency authorized the Federal Programs Branch in the Office of Career and Technical Education to calculate the allocation for each eligible institution and notify the institution of the allocation available to them. The administrator of each school must then submit a local application for funding to be reviewed for approval. An example of the Local Application for Funding can be found on the KY TECH website: http://www.kytech.ky.gov/federalprogramslocalapplication.doc. The application includes programs and courses offered at the school, justification for funding requests, linkages of funding requests to performance indicators, budgetary breakdown of how funds will be spent, and a narrative section in which the school must describe how Perkins funds will meet specific Federal requirements. The chief school administrator must also sign a Statement of Assurances to assure the Office of Career and Technical Education that all Federal requirements have been met and the funds received by the school will be used as identified in the Local Application.

ACCOUNTABILITY

Information will be provided to schools receiving Perkins funding indicating the core indicators they did and did not meet for 2006 - 2007. Schools who do not meet core indicator requirements will be asked to submit a program improvement plan to our agency. Consistent non-improvement may result in funding being reduced or eliminated to the program or school. Technical assistance sessions will be held throughout the state and on-site to assist eligible recipients in planning program improvements for FY 2007.

The state plan advisory committee, made up of representatives from secondary and postsecondary career and technical education, met several times during the year to deal with requirements in the Perkins Act. This committee reviewed the requirements of the Perkins IV state plan and provided input into the development of the one year transition plan, including accountability requirements.

Improvements continue to be made to the Technical Education Data System (TEDS), Kentucky's Perkins data collection system. Each school is responsible for inputting student data for their programs, running summary reports, and utilizing the data for program improvement. The intranet software is becoming more user friendly as modifications are made yearly. User screens and summary reports were modified this year to make them more user friendly, import and rollover programs were developed and refined to eliminate the need for secondary institutions to enter student data into TEDS that had already been entered into a similar system, and programming was evaluated and revised to assure accurate calculations in summary reports.

Having been in operation since 2000, the software has undergone major revisions during the past year to prepare for Perkins IV. New data field have been added, such as dual credit hours/postsecondary school where earned. Data entry screens allowing the user to enter the same type of data for multiple students and new reports have been identified and will be available to schools in the 2007-2008 school year. A secondary to postsecondary comparison component has been added to assist in identifying postsecondary tech prep students. In-service sessions were held throughout the year to train and retrain individuals to input data into TEDS. On site workshops were held to teach teachers how to utilize information on the reports for program improvement. Statewide and school summary reports are routinely run at the sate level to pinpoint schools who are not entering their data or identify schools and programs who are showing weakness in meeting their accountability goals. Schools are then contacted and assistance provided. Data audits have been conducted to identify problem areas, and efforts are ongoing to assist school personnel in accurately coding and entering information so that data more accurately reflects the success of the school.

At the secondary level, Kentucky Department of Education Perkins Performance Measures Annual Reports were provided to each high school, school district, and all interested stakeholders. Districts not meeting all Perkins Performance Measures were required to include strategies and activities in their Comprehensive District Improvement Plans to address measures that were "not met." Within Area Technology Centers, performance measures results were sent to all schools. Any school not meeting the yearly goal was asked to submit a "Plan for Improvement" that outlined specific steps the school would take to assist students in meeting the next year's performance goals.

PROGRAM PERFORMANCE

Secondary schools continued met all performance goals for the first time since the 2001-2002 reporting year. The success of the schools can be attributed to several collaborative efforts with business, industry and other educational institutions. Curriculum updates, increased number of work-based learning activities offered to students, implementation of skill standard assessments, increased participation by schools in nationally recognized programs such as High Schools that Work and Tech Prep, and the availability of numerous workshops assisted teachers and school administrators to exceed

the previous year's indicators. Workshops and on-site technical assistance was provided throughout the year to assure that student data was entered accurately. In addition, a goal for all area technology centers is to have all programs meet industry certification requirements. Data will continue to be analyzed routinely by school and program to determine specific program areas or student populations are in need of assistance. Efforts will continue to evaluate the strategies used in the schools to determine if instructional techniques are affecting student performance. Reporting procedures will be evaluated to assure that all data is being reported and that it is reported accurately. Strategies will be reviewed and changes implemented to assure continued increases in performance for all accountability goals for next year.

Postsecondary schools exceeded accountability goals during the 2006-2007 school year in all areas except nontraditional participation. Their performance in this area dipped slightly from 8.08% in 2005-2006 to 7.48% in 2006-2007. We are continuing to work closely with representatives from the institutions by providing assistance in analyzing data to pinpoint specific programs needing assistance and developing strategies for improvement next year. On site visits will be conducted throughout the year to make sure improvement strategies are being implemented. We will request that teaching strategies and curriculum materials be reviewed and revised if necessary, and that procedures are in place to assure that students are being provided the assistance needed to achieve. In addition, schools will be encouraged to utilize data from the TEDS reporting system as an evaluation tool to improve instruction. Although all schools have the capability to generate reports specific to their school, program and student population, few actually do.

All schools have been provided with packets of information to assist with recruitment and retention of nontraditional students. Brochures and posters identifying nontraditional careers and corresponding wages have been developed and distributed to all schools. Workshops are available annually. Assistance will be provided to all schools on opportunities that are available for students in nontraditional careers and strategies for retaining students once they are enrolled again this year. Schools who consistently do not meet the non-traditional goals may be required to attend workshops on non-traditional topics.

On site data audits and technical assistance visits will also be conducted to verify information entered into the system and provide training to assure faculty and administration understands the Perkins definitions. Each technical college, community college, and university will be sent copies of their performance on the core indicators and encouraged to develop strategies for improvement if the school did not meet or exceed the state adjusted level of performance. If poor performance continues to occur, the schools will risk their Perkins funds being reduced or eliminated.

SPECIAL POPULATIONS

During this year, programs, services, and activities have been incorporated in Career and Technical programs for individuals with disabilities, those from economically disadvantaged

families, individuals preparing for nontraditional training and employment and those with limited English proficiency. Supportive services included the serves of readers, tutors, special needs coordinators, disability coordinators, and liaison personnel.

With the implementation of Perkins IV legislation, much emphasis was given to professional development for personnel in Career and Technical Education. A document, "Kentucky Special Populations" in Career and Technical Education was developed and distributed this year. The document provided in-depth information on who are special populations; required permissive use of funds which impact special populations. A self-study instrument was developed for educational agencies to use in conducting a survey on "Assessing Ability to Serve Diverse Learners in Career and Technical Programs."

The Office of Career and Technical Education in conjunction with the Kentucky Department of Education, Division of Career and Technical Education provided training for career and technical education instructors, coordinators, principals, and counselors who work with students with special needs. These two-day workshops, located in three areas of the state, helped CTE educators develop lesson plans, teaching strategies, and evaluation methods in providing services to help students from special populations. The intent of the workshops was to improve academic and technical achievement of students with special needs to assist in meeting Perkins IV accountability. The trainer was Mickey Wricenski, Professor of Applied Technology, Training and Development at the College of Education, University of North Texas. The participants in the two day workshop rated the workshop highly and received practical information for working with special populations.

In addition, the New Teacher Institute includes a session to help new teachers understand how to work with students from special populations. Emphasis is placed on understanding the legal aspects of and definitions used in working with students from special populations, the different types of special populations, and strategies for working with students from special populations. Scenarios are used as tools to help the new teachers better understand students. Questions regarding special populations are included on the examination that is given to the new teachers.

Kentucky implemented a web based Individual Learning Plan (ILP) for all students grades six through twelfth. The ILP includes components for interest assessment, exploring careers related to interest, developing an academic/career plan and other major components. This plan provides a coordinated approach to career planning and transition to various post-school outcomes. The ILP, also, coordinates with Go Higher, a web-based plan focusing on post-secondary education. These systems provide a data base for all students including special populations.

Opportunities were provided at the summer conference for teacher's administrators and other personnel sessions on working with special populations. All program areas in the Division of Career and Technical Education provided a session on "Meeting the Needs of At Risk and Special Education Students." This was a joint effort between CTE Teachers and personnel from the Division of Exceptional Children. Other sessions focused on integration, innovation, and involvement of students with special needs. One session provided strategies

"Integration: Geometry and Construction" practical applications of math in Career and Technical Educations. An emphasis on the use of technology in the classroom included sessions on the use of School Pads and Individual Learning Plans.

Perkins funds were used to strengthen the academics, Career and Technical skills with continued development of standard based units of study. These units incorporated the technical content, core content for assessment in the basic skills of reading, writing, math, science, social studies, arts and humanities, and practical living/vocational studies. The documents incorporated strategies for working with special populations (e.g. e-text, digital text, etc.)

Employees in the Kentucky Community and Technical College System work with students who have physical or other disabilities. When students request accommodations, the counselor and the student discusses what is needed and the counselor works with appropriate teachers to see that the student gets the help needed. The Kentucky Community and Technical College System provided services to special populations at all colleges. Low-income students are provided with the opportunity to apply for financial aid and receive Pell Grants, CAP Grants and other aid if they meet the qualifications.

Students with disabilities are provided reasonable accommodations at all colleges. Each district has an employee who is designated to work with students with disabilities. If they meet the ADA guidelines, they are provided with instructional accommodations, adaptive equipment, and assistive technology as needed. The schools also meet the requirements for physical access to buildings. Many programs and classes are provided for students who are not academically prepared for college level classes. All new students are required to take a placement test and must take developmental classes if the scores indicate they are needed. This insures that they are ready for the challenges of college level classes. Many schools already meet the needs of ESL students and others are implementing English as a Second Language classes as the community population changes. Postsecondary educators are always striving to improve their services to meet new needs of the students.

During the past twelve months, both the Kentucky Department of Education and the Office of Career and Technical Education conducted civil rights desk audits. On-site visits were used as monitoring tools for schools receiving Perkins funding.

TECH PREP

Tech Prep continued to be an integral part of career technical education in Kentucky. Professional development was provided during the year to secondary and postsecondary academic and vocational-technical teachers, administrators, and counselors through workshops, meetings, and conferences. An annual Tech Prep coordinators' meeting was held with over 200 people attending. Statewide sessions were held on new requirements in the federal legislation, career clusters, articulation, integration of technical and academic skills, career guidance, teacher collaboration, identification of Tech Prep students, follow-up, developing secondary and postsecondary course sequences, distance learning, career

pathways, and requirements for meeting the Tech Prep Section of Perkins IV, and use of technology in the classroom.

Technical assistance continued to be provided on-site and through phone and e-mail correspondence to assist high schools and post-secondary institutions in implementing new projects or in making improvements in their current program. Articulation agreements, integration of academic and technical subjects and other major components of Tech Prep implementation continued to grow. The consortium has taken advantage of collaborative on-line teaching and learning software, allowing students to use the World Wide Web to create and participate in collaborative on-line learning communities. A postsecondary partners' meeting brought together tech prep partners to develop ways to improve the tracking of secondary students to postsecondary institutions in our state.

Kentucky established 13 Tech Prep consortia sites in 2007. Tech Prep consortia sites are a combination of an average of nine high schools, three area technology centers, a postsecondary institution and several business and industry partners. The consortium focuses on implementing major components of Tech Prep and meeting the Perkins IV requirements. Kentucky is also developing a career pathway model to follow the Tech Prep student from secondary to postsecondary career technical training.

FISCAL REQUIREMENTS

Eligible recipients were required to sign a statement of assurance that they would comply with the provisions of the Act. Information is regularly provided to state auditors. Monitoring of the expenditures of eligible recipients occurs through approval of budget changes, on-site visits, and technical assistance over the phone, through e-mail, and our internal accountability system to assure schools did not overspend their funding.

Fifty-one percent of the 85 percent of funds to eligible recipients went to postsecondary institutions that offered technical education programs less than a baccalaureate degree. Forty-nine percent went to local school districts and area technology centers. This ratio was based on full time equivalent enrollment in preparatory programs, the amount of time spent in vocational education programs, and sufficient funds to make a difference. Kentucky chose not to set aside the 10 percent reserve in section 112(c)(1) but to allocate all of the funds through the formula process.

Allocations were calculated for 177 school districts. Allocations for five of these school districts were for elementary education only and one district did not have an approved technical education program. The allocation to the elementary school districts was transferred to the local districts where those five districts' high school students attend school. Fifty-two area technology centers serving students from local school districts received Perkins funds. Ten postsecondary institutions serving secondary students from local school districts in the same geographical area received funding. Sixteen community-technical colleges and five universities with associate degree programs received Perkins funds. One additional university which had received funding for years did not have enough

students receiving Pell grants or workforce investment training agreements to generate the $50,000 minimum allocation. The area technology centers use the same curriculum as the postsecondary technical colleges, facilitating the transition of secondary students to the postsecondary technical institutions.

Waivers were granted to districts that could demonstrate why they could not join a consortium and if there were sufficient funds to make improvements in the program. There were 27 waivers approved and two approved consortia.

State Performance Summary. The state performance results shown in the performance accountability section of this report are based upon the performance indicators negotiated for FY 2007. Postsecondary institutions met their performance goals for all areas with the exception of nontraditional completion. At the secondary level, schools exceeded the state performance goals in all areas.

Definition of Vocational Concentrator and Tech Prep Students. At the secondary level, a vocational concentrator is a student who is enrolled in the third course of at least a sequence of four courses leading to an occupation in technical education program. The sequence must have industry-validated standards leading to an occupation/career major. A tech prep student is defined as a student enrolled in a secondary/postsecondary course of study with unduplicated courses. The unduplicated course sequence must have industry-validated standards leading to a postsecondary credential in an occupation or career.

At the postsecondary level, a vocational concentrator is a full-time student who has declared a technical education major and is enrolled in a sequence of courses leading to the completion of that major. These courses must have industry-validated academic and technical knowledge, as well as skill standards leading to an occupation or career in a one-year or two-year program. A tech prep postsecondary student has completed the secondary portion of the Tech Prep course of study and is enrolled full time in the unduplicated course of study for that program at the postsecondary institution. The unduplicated course of study is based on industry-validated standards and leads to a credential.

Measurement Approaches and Data Quality Improvement. The measurement approaches used for program accountability for secondary and postsecondary technical education for FY 2007 for academic and technical achievement, program completion, and placement in employment, continuing education, military service, and nontraditional participation were based on state reports that were generated at the local level. Nontraditional programs were identified by cross walking the programs to the employment data of women and men employed in occupations with less than 25% of one gender.

Implications for Next Fiscal Year/State Plan. The formula for postsecondary technical education will continue to be based upon the number of students enrolled in technical education programs who have received Pell grants or other financial assistance through the training agreements in the Workforce Investment Act. There are no students who receive assistance from the Bureau of Indian Affairs. The formula for secondary technical education will be based on the number of individuals aged 5 through 17 who reside in school

districts and the number of individuals aged 5 through 17 who reside in school districts and are below the poverty line. The districts that generate allocations less than $15,000 usually are small independent school districts. Several county school districts also generate less than $15,000.

Kentucky continues to improve its new web browser-based data system knows as TEDS (Technical Education Database System). Training sessions were held on during the summer to familiarize school personnel with the system and provide information and training to assist them in accurately entering student data. On-site technical assistance visits and consultations by phone and e-mail have been provided on an as needed basis. Post-secondary and secondary data has been transferred electronically from the data system of the Kentucky Community and Technical College System into TEDS. The Kentucky Department of Education has programmed its database to permit the import of secondary data to TEDS.

All program titles at the secondary and postsecondary level have been evaluated by a committee and duplicate titles of programs eliminated to ensure more accurate entry of data. Although programming modifications continue to be made to fine-tune the system, the majority of schools receiving Perkins funding are able to enter or import student data and produce summary reports using the TEDS software. The Technical Education Database System allows schools to collect student data and generate reports to assist the schools with program planning and assessment. An ongoing challenge during the coming year will be to encourage schools to make better use of the data they are collecting for program improvement. Of particular concern to this agency is the Tech Prep reporting at the postsecondary level. We plan to work closely with the Tech Prep Director to assure that data is entered for students participating in the program, especially at the postsecondary level. A workshop and several onsite visits were conducted to assist postsecondary tech prep coordinators with strategies for obtaining and reporting tech prep enrollment and accountability data. Numbers have been very low during the past years and we believe schools are either not reporting students or do not have an identifying procedure in place to determine who is a Tech Prep student.

Schools have access to individual statistics regarding enrollment, program completion, and placement into business and industry. An agreement has been signed between our agency and the state's Department of Unemployment Insurance to obtain employment data through an exchange of information. The information will tell us how many students are employed. This process is now available. However, to determine if the students are employed in the area trained, related to training, or unrelated, a survey will still be sent to the students to obtain that information. Employers of former students will be surveyed to determine the quality and effectiveness of the technical education program in which they were enrolled. Our agency will continue to work with local school personnel to assure accurate data has been entered into the system in a timely fashion.

An agreement was been reached between our agency and the Kentucky Department of Education to transfer the results of the Skills Standards tests and the secondary Commonwealth Achievement Testing System (CATS) into TEDS. This process allowed schools to incorporate the test results with other data collected in TEDS, such as

completion and placement information. The CATS tests measure student performance in Writing is the criteria for performance measure 1S1, academic attainment. The CATS test results may then be combined with other TEDS data such as completion and placement information to assist educators at the school level to have available all the performance indicator results to use for program improvement.

The equity coordinators for the Department of Career and Technical Education continually strive to provide support and guidance to secondary and post-secondary schools through workshops, technical assistance and availability of resource materials. Since the 1996 legislation, increasing the participation of students enrolled in programs preparing students for nontraditional employment has been a statewide goal. We are in the process of analyzing nontraditional participation and completion rates by school and by program. Posters have been printed and distributed to schools that depict students in nontraditional careers. These posters will be displayed in classrooms and common areas. Summer camps for middle school students were held at nine area technology centers across the state where students participated in hands-on activities in nontraditional areas. An informational video was produced that introduced prospective secondary students to career technical education students in Kentucky who have completed nontraditional programs and are successfully working in their chosen career field. The American Careers Magazine, non-traditional edition, has been shipped to all school districts in the state, area technology centers and postsecondary institutions to introduce students to nontraditional careers. Hopefully, these efforts will increase student interest in nontraditional careers at an earlier age.

Effectiveness of Improvement Strategies in Previous Program Year. During the past year Perkins funds have provided professional development opportunities for instructors and administrators and purchased state-of-the-art equipment in classrooms and laboratories. The administration has emphasized the importance of integrated academics and technical skills and special projects have been developed to assist instructors in developing lesson plans that integrate math, science and writing into their curriculum. Materials have been provided to all schools to utilize for nontraditional recruitment and retention. Professional development opportunities were expanded during the year, especially those that allowed instructors to upgrade their knowledge and skills on equipment being used in industry. Opportunities were also provided for instructors to work with their academic colleagues to develop integrated learning projects, to improve their knowledge in the use of technology in the classroom, to learn about individual learning styles, and to become more effective in classroom management skills. The implementation of the secondary program assessment process and assistance from state staff in curriculum, lesson plan database implementation, and instructional methodologies all contributed to student success. At the post-secondary level, equipment purchases have increased in all schools allowing students to be trained on the latest technology. Improved technology has increased student interest in class participation and increased their likelihood of being hired in industry upon completion of the program. Schools not meeting accountability goals last year were asked to submit improvement plans and on site assistance was available to assist them in meeting their accountability goals. As a result, postsecondary schools met their accountability goals for all areas except nontraditional completion. Secondary schools

met their goals for all areas. Schools not meeting accountability goals will be asked to analyze their data by program to determine areas in need of improvement. This information will be shared with administration and teachers and a plan of improvement will be requested. The Perkins coordinator in each school will monitor progress on the improvement plan throughout the school year. In addition, site visits will be made by central office staff, data audits conducted, instructional plans will be reviewed, and a mid year progress report will be requested.

Improvement Strategies for Next Program Year. As in past years, special effort will be made to assist schools in developing strategies to bring performance levels for all accountability indicators to baseline levels. We will work with program area consultants to assist secondary and post-secondary schools that did not meet accountability indicators. Each school not meeting statewide goals will be asked to develop an improvement plan and schools who continually fail to meet their accountability goals will risk funds being withheld.

Improving data collection through the use of the Technical Education Database System will continue to be a focus next year. Additional reports will be added to assist the state staff in preparing summary data reports in a timely fashion for both federal and state accountability purposes. Additional reports will be developed for use at the local level to assist instructors and administrators in readily assessing the status of a program. Training will be held for all users and on-site, e-mail and telephone assistance will be provided as needed. We have confidence in the summary reports our accountability data system is producing. Any deficiencies in accountability data now appears to be a result of poor performance within a school or a program rather that a result of an inadequate data system. A wide range of on-site technical assistance will be provided to schools in implementing Perkins III initiatives and meeting their accountability goals.

Professional development opportunities will continue to be expanded to provide instructors with knowledge about the latest equipment, software, and instructional strategies. Professional development workshops will continue to be provided to assist personnel at secondary and post-secondary institutions with special populations and gender equity initiatives. Equipment will continue to be updated to meet industry standards. Integration of technical and academic programs will continue to be encouraged with assistance provided in developing integrated projects. Partnerships will continue to be formed between educational institutions, state agencies, business and industry and the community in order to assure that all students in our state receive a technical education of the highest quality available.

WIA INCENTIVE GRANT AWARD RESULTS

The incentive grant received during the 2007 fiscal year was used to develop programs of study for all career clusters.

APPENDIX A
ORGANIZATIONAL CHART