

KENTUCKY CAREER AND TECHNICAL EDUCATION TASK FORCE

Minutes of the 2nd Meeting of the 2019 Interim

July 10, 2019

Call to Order and Roll Call

The 2nd meeting of the Kentucky Career and Technical Education Task Force was held on Wednesday, July 10, 2019, at 10:00 a.m. in Room 129 of the Capitol Annex. Representative Bobby McCool, Chair, called the meeting to order, and the secretary called the roll.

Present were:

Members: Senator Mike Wilson, Co-Chair; Representative Bobby McCool, Co-Chair; Senators Jimmy Higdon and Johnny Ray Turner; Representatives Kevin D. Bratcher, C. Ed Massey, and Reginald Meeks; and Steven Thomas.

Guests: Sabrina Cummins, OEA.

LRC Staff: Jo Carole Ellis, Lauren Busch, Seth Dawson, Chuck Truesdell, and Christal White.

Approval of Minutes from June 18, 2019

On a motion by Senator Wilson and a second by Representative Meeks, the minutes of the June 18, 2019, meeting were adopted by voice vote.

Kentucky Department of Education

David Horseman, Associate Commissioner, and Leslie Slaughter, Executive Advisor, Office of Career and Technical Education and Student Transition (CTEST), Kentucky Department of Education (KDE), gave an overview on the state's career and technical education system.

Mr. Horseman said 67 percent of high school students are enrolled in at least one career and technical education (CTE) course in a career pathway. Eighty-five percent of program area enrollments are connected to occupations within the top five industry sectors, and 15 percent are connected to the top support occupations within the industries.

Frequent acronyms associated with CTE include Area Technology Center (ATC), Locally-Operated Center (CTC), and Local Area Vocational Education Center (LAVEC). KDE governs 53 state-operated ATCs; CTCs are locally-operated and governed by a school district; and each LAVEC, which is either a CTC or a part of a high school facility, is district-governed and receives supplemental state funding. Student enrollment for grades 9 through 12 at secondary CTE systems include 53 state-operated ATCs serving 22,392 students; 42 LAVECs serving 31,365 students; and 220 other CTE program locations serving 95,665 students. KDE provides annual renewable contractual partnerships for principals and teachers. Some ATCs house additional teachers, special education staff, and counselors.

KDEs three central offices in the Division of Technical Schools and Continuous Improvement provide leadership and support to all 53 state-operated ATCs in the areas of budget and finance, procurement, supervision of principals, professional learning, and technical assistance. Funding based on enrollments goes back to the district in which the ATC resides and is used for building maintenance, upgrades, and small equipment purchases.

The majority of counties have access to ATC or CTC facilities into which multiple high schools feed, based on geography and transportation for students.

In response to a question from Senator Wilson relating to prior testimony from Commissioner Lewis, Mr. Horseman said student transportation can be an issue due to the costs of busing students, gas, and drivers. Through funding in the recently created New Skills for Youth (NSFY) grant, the concept of regionalizing classes allows students to receive academic instruction at the technology facility, eliminating the need for transportation. In response to a follow-up question, Mr. Horseman said KDE, in an advisory capacity, envisions combining resources among districts, business, industry, and interested parties to enter into interlocal agreements and work together to provide access as funds becomes available. Senator Wilson requested written recommendations from KDE to enable the legislature to establish policy regarding CTE.

Senator Higdon said while business and industry are willing to be part of the solution for technology centers to meet business and industry demands, progress is slow due to funding and the lack of local control. Mr. Horseman said state-operated centers are 100 percent funded by KDE, and the funding is proportionately divided based on program enrollment. On a follow-up question regarding the funding amount, Representative McCool said detailed financial aspects will be addressed in a future meeting.

In response to a question by Representative Meeks, Mr. Horseman said each special needs student in every building receives a specialized Individualized Education Plan (IEP) regardless of the absence of a special education teacher in the building and regardless of the student's specific needs.

Responding to a question by Senator Higdon, Mr. Horseman said the majority of funds for ATCs come from the General Fund and SEEK money does not follow students to ATCs.

In response to a question from Representative Massey, Mr. Horseman said funding is best utilized through business and industry partnering with schools and districts. Combining resources will allow more students to follow a specific career pathway. Mr. Horseman said students attending ATCs and coming from private schools within the region may pay tuition but details have not yet been finalized.

Ms. Slaughter has been instrumental in the implementation of the NSFY grant, which is considered the most transformational piece of work for CTE in the last three to five years. The critical first steps are creating greater efficiency, improving the delivery system, and expanding access for more students.

Prior to 2012, the 53 state-operated ATCs were governed and housed within the Education and Workforce Development Cabinet before being moved to KDE. The transition to having all CTE housed under KDE has created more efficiency by streamlining practices and allowing support of all 173 school districts and state-operated centers in a more cohesive, unified manner. Ms. Slaughter said the reorganization adds a more comprehensive approach for cross-institutional alignment and collaboration.

Ms. Slaughter mentioned the 2014 CTE Study issued by the Southern Regional Education Board. The first recommendation from the report was to commission a more in-depth study of the CTE funding.

The funding report, prepared by Thomas P. Miller & Associates and titled First Things First, A Funding of Analysis of Kentucky's CTE Systems, included the following recommendations: base funding for CTE on state goals and business and industry needs; convene a committee to explore ways of funding CTCs and ATCs equally; provide adequate funding for CTE programs to accomplish state priorities; create a proactive, intentional process of funding large equipment purchases and maintaining and/or upgrading current equipment; allow a locally-operated per-pupil funding formula weight

tied to state-prioritized occupational and program areas based on state and regional industry needs; and explore CTE performance funding.

The vision for the NSFY grant is a regionalized governance and delivery of CTEs through accelerated career academies. The academies are employer-led through regional workforce areas with cross-institutional involvement and encompass career pathways with seamless transitions from secondary to postsecondary education. They are aligned to the state's and region's most in-demand careers, involve shared resources and funding among all partners, and provide valuable industry certifications and credentials recognized by business and industry.

Kentucky, selected as one of 25 states receiving a \$100,000 planning grant, utilized the funds to study labor market information, do needs assessment work, and identify priorities. Kentucky was also approved for Phase 2 funding, a \$2 million grant awarded over a three-year period. Kentucky has used the grant to address issues identified in the two reports by encouraging the development of a more regionalized approach, similar to the iLEAD or Ignite Academies, by incentivizing school districts to work together and share resources.

As a result, three cohorts of regional academies have been created. The idea is to create accelerated, all-day academies that can address various CTE issues such as transportation expenses and the need for wrap-around support services. The academies work with local workforce investment boards and the state workforce investment board to create employer-led processes so that the academies are designed to support the most in-demand state and regional occupations.

The grant is designed to tailor and personalize career pathways for students to ensure work-based learning opportunities and to incentivize districts who are ready and willing to dissolve district lines and build a regionalized approach for the benefit of students more efficiently. The grant has enabled partnerships to grow and evolve and has created interlocal agreements that share resources and commitments on sustaining and moving forward. Partnerships with industry leaders and employers in each region help design pathways and identify skills, knowledge, and competencies students must have. This provides the opportunity to pilot CTE innovation at a grassroots level and help solidify future structure and funding needs.

Most recently, a 2018 Executive Order changed the Office of Career and Technical Education to CTEST. The change moved student transition areas such as high school graduation requirements, dual credit, and advanced placement with CTE, which has enabled a more comprehensive and intentional approach to the integration of academics and CTE.

In response Representative McCool's question, Mr. Horseman said an accreditation approval process is necessary through the Southern Association of Colleges and Schools (SACS) for CTE programs offered through colleges.

Responding to Representative Bratcher's question, Ms. Slaughter said most CTE classes are half-day programs where students spend the remainder of the day in another school, depending on proximity and geography. The grant is intended to convert a technology center into a model that provides a true, all-day technical high school. For areas with greater distances, the use of virtual technology and skyping will help eliminate gaps relating to academic courses. Responding to a follow-up question from Representative Bratcher, Mr. Horseman said ATC principals serve under KDE; however, the district is reimbursed if a district employee works at an ATC. The expense of and expertise required to operate machinery and special equipment in technology centers is not feasible or affordable in every high school.

In response to Representative Bratcher's question, Mr. Horseman expressed concern about the hazards associated with certain industries as it relates to students. Certified welding inspectors observe, approve, and recommend a student to local companies. Other students have extensive training and gain transferrable skills that lead to careers with companies willing to provide more in-depth training. Relating to a follow-up question, Mr. Horseman said the benefit of all-day academies allow academic teachers to work side-by-side with technical teachers; allow students more classroom time, access, and opportunity; and eliminate time and money spent on transportation. Ms. Slaughter said the all-day model is designed to be a technical high school inclusive of all graduation requirements and learning of concepts and standards in industry and practice. Students respond well to the more contextual approach.

Responding to a question from Senator Higdon, Ms. Slaughter said the academies for Marion, Nelson, Larue, and Bardstown Independent are in the early phases of the planning grant after forming a partnership to build two all-day regional academies. The Launch Point Academies of Marion and Nelson Counties include some overlapping and some different programs. The academies will be implemented during the fall of 2019 and each site has a three- to five-year timeline for implementation. In response to a follow-up question, Mr. Horseman said KDE's priority is to provide opportunities and careers for students through a viable, statewide-unified system, incentivize districts, share resources, and add programs as funds become available. Senator Higdon said regional needs are best determined through local control of a specific area due to the unique needs among regions. Mr. Horseman said provisions for interlocal agreements will ensure the remaining 120 school districts not served by the 53 centers are included. He explained the governance board will allow input from various businesses and industries of feeder

districts and through technical support and resources from KDE. He believes working together will garner the best results.

Senator Wilson said incentives, as outlined in 2017 Senate Bill 1, are geared toward schools receiving more credit for accountability scores in high demand industries; however, it is not a requirement. He said Bowling Green's ATC placement of 100 percent of its students has been the result of business and industry buy-ins through the donation of machinery, money, and supplies amounting to an excess of \$500,000. He said while partnerships with companies are important, access to multiple CTE credentials, programs, and certifications are equally necessary. Senator Wilson is concerned additional dual credit requirements, especially for students with special needs, may create a burden on districts. Mr. Horseman said KDE wants to provide adequate information to ensure legislators can make the best informed decisions for students. Seven or eight options for graduation requirements can be weighed to determine the best course of action to take for being in a career or college pathway. Student personalization will benefit students in particular areas of study, and modifications may be necessary in the future for the development of specific career pathways. KDE desires to be realistic in terms of advancing students to be prepared for life's next step. Senator Wilson said equal access to multiple programs is important for higher graduation rates.

Representative McCool announced that the annual CTE summer program will be held July 23-26 in Louisville at the Galt House and invited all members to attend.

The next meeting of the CTE Task Force will be Wednesday, August 21, 2019, at 10 a.m. in Room 129 of the Capitol Annex.

There being no further business before the committee, the meeting was adjourned at 11:45 a.m.