P3

2023
Perkins Innovation &
Modernization (PIM)
Grant

Pathways,

Proficiency,

Promotion

Allen County Schools

ACS P3 Table of Contents

Allen County Schools (ACS) is a local education agency in Kentucky (KY) located in Scottsville, a rural, low-income/high-poverty community. According to SAIPE data, 21.7% of our students are from families with incomes below the poverty line,[1] and the KY State Report Card shows students in the district are 63.8% economically disadvantaged,[2] with 60.1% of students in high school economically disadvantaged.[3] All of ACS participates in the National School Lunch and School Breakfast programs which are 100% free to all students in the district.[4] According to the 2022 (KY) County Data Book,[5] 23.1% of children 18 years of age and younger in Allen County lived below 100% of the federal poverty level, and 53% lived in low-income families below 200% of the federal poverty level. ACS, through the Perkins Innovation and Modernization (PIM) Grant Program will be serving students the majority of whom are from low- or below low-income families.

ACS is an eligible applicant and recipient, will serve as the fiscal agent, and with our partners: Southcentral Kentucky Community and Technical College (SKYCTC), South Central Workforce Development Board (SCWDB), Elizabethtown Community and Technical College (ECTC), and the Youth Service Center (YSC) comprise an eligible entity/consortium and have designed and will implement a Perkins Innovation and Modernization (PIM) program, entitled P3: Pathways, Proficiency, Promotion – students enter their selected pathway, become proficient, and are promoted to their desired career.

The P3 project addresses the following Absolute Priorities: **AP 1:** Career-connected high schools; **AP 2:** Promoting equity in student access to educational resources/opportunities; and **AP 3:** Rural Communities. P3 will also address the following Competitive Preference Priorities: **CP 1a:** Partnership Application; and **CP 2:** Serving students from families with low incomes.

**Absolute Priority 1**: Career Connected High School

ACS has developed a detailed 5-year implementation plan which is discussed throughout this

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project narrative. A timeline of key project milestones is available in Appendix J.

Absolute Priority 2: Promoting equity in student access to educational resources/opportunities

The P3 project was designed to be inclusive for all students and to provide supports for underserved high school students (including predominantly targeting our low-income students and providing assistance and helps for our exceptional students), including funds for transportation to early college programs and work-based learning opportunities, and funds for uniforms, steel-toed shoes, etc. to ensure there are no barriers to students pursuing the career they desire. Throughout the P3 project period, project staff will consider/examine any sources of inequity/inadequacy and promptly address them with an appropriate, equitable response/support. ACS pursues rigorous, engaging, and well-rounded approaches to learning across the district, and the inclusivity of all students in preparing for college/career pursuits. To this end ACS currently offers advanced (AP) courses, dual credit and early college programs, and multiple CTE pathways with associated high-demand industry recognized credentials (IRCs). ACS has also been working to include project-based learning (PBL) across all grades, and has provided professional development for all grade-level educators in PBL through PBLWorks.[6] P3 also contains within it a plan to revise and improve the current work-based and service learning component during the project period.

Absolute Priority 3: Rural Communities

ACS has a National Center for Education Statistics (NCES) District Identification number of: 2100070,[7] and an NCES locale code of 41.

Competitive Preference Priority 1a: Partnership Applications

ACS is an LEA, meeting the requirement of CPP 1(a)(1)(A), and has the following partners:

1(a)(1)(B): community and technical colleges: SKYCTC and ECTC;

1(a)(1)(C): business/industry representative partners: Mike Miller Construction, Gunter

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Construction, Stamps Automotive, City of Scottsville, Stovall Prescription Center; Scotty's

Contracting and Stone;

1(a)(2): other relevant community stakeholders: SCWDB and the YSC

1(a)(3): The preliminary partnership agreements with all of the above may be found in Appendix

C of the Attachments.

Competitive Preference Priority 2: Serving Students from Families with Low Incomes

(a) Specific activities to ensure project will predominantly serve students from low-income

families, including how project will recruit/retain students and supports it will provide to

promote retention/completion;

ACS will serve all students in the high school (including predominantly targeting our low-

income students and providing assistance and helps for our exceptional students), and conduct

initial career assessments and interviews with all students in the middle school (including

predominantly targeting our low-income students and providing assistance and helps for our

exceptional students) to recruit and prepare them for opportunities in high school. At the high

school, we will conduct yearly large-group meetings by grade with students and their parent(s) to

provide updates on pathways, new information, new opportunities, and any other important

information regarding college/career pathways for our students, and use the opportunity to

recruit students who may be undecided on their career plan. In addition, project staff will have

meetings once/semester with our low-income high school students and his/her parent(s), and

once/school year for all other students. These meetings will provide the opportunity to ensure all

students have a personalized postsecondary education and career plan, will ensure each student's

personalized career plan is correct, updated with any changes, and that requirements the student

must complete to reach their goals are on-track to completion, serving as a vehicle to retain

students in the college/career program. This will also provide the opportunity to answer any

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questions the student or parent may have about the student's plan, and discuss any needs,
concerns, or needed supports to ensure each student is on-track and ultimately successful in
completing his/her career plan.

(*b*) *The timeline for implementing activities; and (*c*) the parties responsible for implementing
the activities:* A timeline for implementing activities with milestones for the P3 project and
responsible persons may be found in Appendix J of the attachments.

(*d*) *The key data sources/measures demonstrating the project is designed to predominantly
serve students from low-income families:* The very first paragraph on page one of this narrative
provides the data showing the majority of our students are from low-income families, and also
contains the references (sources) for the data regarding our low-income students.

(*e*) *Evidence that at least 51% of students to be served by the project are from low-income
families:* According to the Kentucky Department of Education (KDE), **87.35%** of students in the
high school qualify for a free lunch, and KDE has designated ACS as a 100% free meal district.[8]

A. Significance

A.1. Extent project addresses regional/local labor market needs identified by comprehensive local needs assessment under section 134c of Perkins V, or labor mkt info produced by State/other entity demonstrating project addresses State/regional/local labor market needs.

In the 2019-2029 KY Occupational Outlook, Allen County's local workforce region has listed 16
occupations which are expected to increase by double-digit percentages over the next five years.[9]
These include eight healthcare/medical occupations, four in manufacturing technology, two in
food service, and one each in social service and installation/maintenance/repair occupations. For
the State as a whole, the majority of high percentage occupational increases are in the healthcare/
medical space, as well as other STEM-subject fields (i.e. software developers, engineering

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occupations, veterinary fields, etc.), manufacturing/industry-related fields (CNC programmers, industrial machinery mechanics, industrial engineers, etc.), and mental health and education fields among others. What is interesting about this short-term occupational data – both locally, regionally, and statewide - are the occupations needing the most employees to fill them over the next six years are predominantly equal in requiring either a higher education degree or specific technical training/certification (as in trades in all industries, CNC programmers, software developers, etc.). The SCWDB has identified the top three career pathways needed to meet regional/local labor market needs as manufacturing, construction, and engineering, with current and predicted future job openings. They have also cited a need for automotive career pathways, particularly in heavy equipment operation and mechanics, and diesel mechanics.

A report conducted by the Kentucky Chamber Foundation[10] states there must be "multiple, bold solutions to build a stronger workforce and, in turn, a stronger Kentucky economy." A report by the KY Business-Education Roundtable[11] says to address the workforce needs in KY, we need to have a goal of "reinventing high school – to make it more relevant," and includes steps such as ensuring a diploma has value for students and employers, providing opportunities to blend academic and career exploration to receive actual occupational experience (through co-ops, internships, work-based learning, etc.) and/or the opportunity to achieve postsecondary credits/credentials, as well as providing meaningful guidance and support for students and parents.

ACS has developed the P3 project with the goal of revamping and redesigning our college and career program and pathways to become innovative, modernized, and purposeful in providing direct on-ramps for our students to enter desired and rewarding careers, equip them with the keys to drive their future, and provide specific opportunities, training, and advancements

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(including dual credit) which can set them up for success. P3 stands for Pathways, Proficiency, and Promotion – students enter their selected pathway, become proficient, and are promoted to their desired career. Part of this redesigning process will be to ensure current pathways are meeting all requirements, and providing our students with the education, skills, and credentials needed to meet the identified workforce needs; including high-demand industry-recognized credentials (IRCs), work-based learning opportunities, dual-credit courses, etc.

To provide support, feedback, and input for continuous improvement, we will utilize an Advisory Council approach. The Advisory Council is a 9-member group of stakeholders and content experts (see right). The Council will meet in whole at least quarterly – more often if/as needed- throughout the project, and will function in an oversight and continuous improvement role for the project, providing feedback and solutions to any identified issues or

Advisory Council

Project Director (Cosby)
ACS Superintendent
ACS Chief Acad. Officer
HS Principal
External Evaluator
SKYCTC
ECTC
SCWDB
YSC

gaps in services on an ongoing basis for the duration of the project. Quarterly meetings will include specific appraisals of project elements as well as any data collected. Meetings will assist in determining if progress is being made, whether any changes are needed, as well as feedback regarding project implementation. The implementation and operation of P3 provides an iterative process to enable the Advisory Council an opportunity to continually improve on the project and its outcomes as needed. If something is not working as planned, the Advisory Council and project staff will work together to develop a solution and make an appropriate change.

Beginning in the first quarter of year one, ACS' P3 project staff will undertake a comprehensive local needs assessment together with P3 partner the SCWDB, and with the assistance of our 3rd party evaluator. This will include holding "P3 Community Council"

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meetings as part of the P3 project process which will be comprised of local and regional business and industry stakeholders, interested parents and students, and other stakeholders identified during the process. The needs assessment will help further inform and develop our college and career opportunities during the project period.

A.2. Extent project addresses significant barriers to enrollment/completion in Dual/ Concurrent Enrollment Programs and expands access to the programs for students served.

ACS has discovered that one of the primary barriers our students have to enrolling and completing our dual-credit or early college programs is a lack of fully understanding the programs and the true benefits the programs offer, by both the students and their parent(s), and some not believing college is a possibility for them. Additional identified barriers are: not being able to offer a dual-credit course in a chosen career pathway due to lacking a qualified educator to teach it; and the cost of dual-credit courses for our predominantly low-income students.

The P3 project has taken the primary significant barrier very seriously, and has incorporated a very healthy, intensive information and marketing campaign for students and their parents to the plan. Beginning in fall of year one and continuing throughout the project, there will be a minimum of four events/opportunities each semester for students and their parents to directly interact with, and receive information from, P3 project staff, the P3 Career Counselor, ACS staff, and our higher education partners specifically about ACS' dual-credit program. These events/opportunities will provide all high school students and their parents' group sessions by grade, where information about the programs, any changes or opportunities, etc. is shared. There will also be scheduled one on one (1:1) time for students and parents to meet with P3 staff; for low-income high school students these meetings will be once/semester, and for all other high school students these meetings will be once/school year; for middle school students, these

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meetings will be once/school year. Meetings will ensure each student's personalized career plan is up to date, the student is on-target, and provide time for student/parent(s) to ask questions about the program, and receive input and any assistance needed to ensure the student obtains the full benefit of the program for their career path choice. We will also be incorporating two "student check-ins" with the P3 Career Counselor to ensure students are on-track for success in their chosen pathway, and to ensure each student has the support they need throughout their high school journey toward their desired career.

To address the shortage of educators qualified to teach dual-credit courses, our post-secondary partner, SKYCTC, will review credentials of high school faculty to determine their eligibility to teach at the postsecondary level, and will work with ACS on developing a cooperative plan to provide needed educators for specific courses/pathways during the project.

To address funding the dual credit courses, the KDE currently pays for <u>one</u> dual credit course per semester per student in the 11th and 12th grades. This is a great help and has driven an increase in student interest and participation in dual-credit. However, students are allowed to take up to <u>two</u> dual credit courses per semester per student, but the additional courses are not covered by the State and therefore must be paid for by the student/parent. This is a definite barrier for the majority of our students. To enable interested students to take these additional dual credit courses who otherwise could not afford to, we have incorporated the payment of the additional dual-credit courses into the P3 project budget. P3 staff will also work with our partners and the Community Council during the project to develop ideas to reduce or cover the cost completely through other creative means (such as scholarships given by local/regional business/industry partners) for underserved students.

B. Quality of Project Design

The P3 project will provide the opportunity for ACS to evaluate, revise, and improve the entirety

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of our current college/career program at the high school. We have set aside the first six months of the first year as a deep investigatory and planning phase for the college/career program. This includes initial baseline data and information gathering, and a local/regional needs assessment to be completed. The planning phase allows P3 staff and ACS leadership to dive deeply into what programs are solid, working well, have high levels of student success, and meet current and projected in-demand and high-demand careers, and which programs may have low participation, low success, or do not meet current/projected in-demand/high-demand careers. P3 staff and ACS leadership will then make determinations around what college/career programming will be focused on moving forward as providing the best opportunities for our students/their futures, and will incorporate new, high-demand pathways to provide the best opportunities for our students.

The planning phase will also provide the time needed to develop new pathways (and a timeline for full implementation of the new pathways during the project period), and includes the hiring of qualified educators to teach the courses, and ensuring all required equipment and supplies are on-hand for the courses, etc. P3 staff will also select the software for tracking students on their college/career pathway. The tracking program will house each student's personalized postsecondary education and career plan, will track student completion of requirements along their chosen pathway, including dual-credit, work-based learning, IRCs, etc., and will track all student and parent meetings, interactions, etc. We will also incorporate a student and parent dashboard to the tracking software so they can log in at any point to see where the student is on their progress toward their goals, and provide the means through the dashboard to allow the student/parent to send a message directly to P3 staff with any questions/concerns.

Because the PIM project starts partway through a school year, this also allows ACS and P3 staff time to assist 8th-11th grade students (during the spring semester of the first year) in

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selecting their college/career pathway for the fall semester, providing information and answering questions from students/parents, and effectively beginning the information and marketing campaign for our students/parents we will discuss later in this section.

In addition to revising and adding to ACS' college/career pathways, project staff along with the Advisory Council and P3 Community Council will work to develop the means for continuing key project pieces post-funding, ensuring ACS students have full benefit of the project for years to come. We anticipate several P3 project pieces may be able to become self-sustaining, including the Coding Academy which could be opened to the community (adults) to participate in the coursework and achieve their IRC, effectively providing a means within the community for community members to pursue a new career and potentially increase their earned wages. ACS also anticipates several opportunities to employ school-based enterprises (SBE) within the P3 program. These enterprises, such as a banner and sign business, print shop, or building tiny homes are just examples of the plethora of possibilities which could be implemented. In creating a SBE, project and school staff will work to ensure the SBE would be self-sustaining, and any additional income from the SBE would be used to continue to fund other program pieces of P3 (such as uniforms/steel-toed shoes, dual-credit course costs, etc.). As will be discussed elsewhere in this narrative, it is also our hope that local/regional business/industry partnerships developed through P3 will continue to support the P3 project operating in the district, including through direct funding support and ongoing work-based learning opportunities.

B.1. Extent project likely effective in increasing successful participation in Dual/ Concurrent Enrollment Programs by students not currently participating, and likely magnitude of increase.

ACS has made a concerted effort over the last year to increase our students' knowledge and

awareness about our dual-credit enrollment programs, and students' interest in the programs is growing. In the 2022-23 school year, 270 of our 11th and 12th grade students (48.2% of juniors and seniors) took a total of 450 dual-credit courses, equating to 1,495 college credit hours, with a passing rate of 97%. We also have more than twenty students currently participating in Western Kentucky University's inaugural Early College[12] (dual credit) program at their satellite campus in a neighboring county. This has been a great start for our district, and we are looking to build on this effort.

The increased interest in dual-credit courses has been due in part to KY legislation passed in 2022 which allows 11th and 12th grade students to receive <u>scholarship funding</u> to pay for up to two college-level general education dual credit courses per year.[13] The scholarship pays the course expense (it does not cover the cost for textbooks or materials required for the course) which currently is $93/credit hour or $273/course. KY 11th and 12th grade students are allowed to take up to four dual-credit courses per year (2 per semester), but have to pay the expenses for the additional two courses themselves. With the high –and growing- interest our students are displaying in dual-credit and early college coursework due to the availability of the scholarship, brings the reality that without it, the tuition cost for our low-income families becomes an impediment to participation for their student(s).

It is not a surprise to anyone that the expense of college and university education has been – and often is – a barrier which has prevented low-income students from pursuing post-secondary education. We believe if the financial expense barrier to pursuing additional dual-credit and early college coursework is removed from the students' families, the number of students participating will continue to increase year over year. To help meet our students' growing interest in dual-credit and early college courses, as well as the corresponding financial

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need, the P3 program will help cover the expense for the additional two dual-credit courses per school year for interested students. With the help of the P3 Advisory Council, P3 and ACS staff will place guardrails on the payment program to ensure students (and their parents) take the additional courses seriously. The P3 Career Counselor will also provide ongoing support (through 1:1 meetings once/semester/low-income student; once/year for all other students) and progress monitoring to ensure participating students are successful.

P3 will seek to ensure every student and their parent(s) is fully aware of what dual-credit courses are, their benefits and requirements, and how taking advantage of dual-credit in high school could benefit them post-graduation in their pursuit of their chosen career. To do this, P3 staff will be instituting an intensive information campaign for high school students and their parent(s) regarding dual-credit courses. This will be done through a yearly overall summary information session by grade for students and parents, followed by individual, specific meetings with all students and their parent(s) to ensure every student (and their parent) understands the opportunities the students have to pursue their career through the dual-credit program. These individual meetings will help ensure that all questions can be individually answered, that students/parents understand the benefit of the dual-credit program, how it will help each student pursue a college/university degree for less cost, and can assist each student in determining which courses would be best for the career they wish to pursue. P3 will also begin a marketing campaign for the dual-credit program beginning in middle school all the way through high school. The end goal for these information meetings and the marketing campaign is to ensure all students understand the dual-credit program, its benefits and requirements, clearly connecting the opportunities to labor and workforce needs/careers (including high-demand careers), and allow students the opportunity to make the best decision for their future pursuits.

P3 will also dive into finding out the root-cause(s) for the 3% of students not successfully passing their dual-credit course(s), and determine what additional supports are needed to ensure 100% student success. We will use this information and data to employ a continuous improvement model to continuously improve our efforts for the success of all of our students.

With all of these efforts in place, we conservatively estimate the P3 dual-credit program will see an increase of 10% new participation annually during the project period. Should the KY scholarship become permanent, we anticipate this number could very easily be higher.

B.2. Extent project will increase successful participation in work-based learning opportunities for which they received wages/academic credit/both, prior to graduation by students not currently participating, and likely magnitude of increase.

ACS does not currently have an official, effective, work-based learning program in place, but has begun the process for several avenues of work-based learning to occur. During the project we will work with our P3 Community Council - to be comprised of local and regional businesses and industries, students, parents, and other interested stakeholders - to build additional business and industry partnerships and opportunities for students to take advantage of work-based learning opportunities (i.e. service learning, internships, job shadowing, school-based enterprise, cooperative education, registered youth apprenticeship/pre-apprenticeship) which will provide real-world experience and services. As ACS begins work to modernize the current CTE program and pathways, we anticipate the inclusion of multiple different school-based enterprises, such as tiny home building, sign and banner-making, an IT help desk and web-design program, and multiple other ideas. ACS has been contacted by local trade unions about developing youth/pre-apprenticeship opportunities for students interested in trades such as plumbing, carpentry, HVAC, and welding (among others), and we have business/industry partners on-board for P3

who are interested in creating apprenticeship and internship opportunities for students.

During the first six months of the project, P3 staff will map out the plan and process for the work-based learning program, including firming up current partners' interest, reaching out to additional business/industry contacts locally and regionally, and creating a specific plan/matrix for each work-based learning opportunity, type of opportunity, provider, and whether the student will receive wages, academic credit, or both. The matrix will include all of this information (including what students get paid, what the job entails (hours, job type, etc.), what academic credit is attached to each opportunity and how credit is given (based on student demonstration of competency)). Throughout this process P3 staff will ensure that all KDE CTE requirements for work-based learning are completed as required.

As with the dual-credit program, P3 will seek to ensure every student and their parent(s) is fully aware of work-based learning opportunities in each CTE Pathway as they are developed, their benefits and requirements, and how it could benefit the student in the pursuit of their chosen career while receiving wages and/or academic credit. This information will be provided as part of the P3 intensive information campaign for high school students, in the yearly overall summary information session by grade for students and parents, and in individual student/parent meetings. Depending on the level of student interest in each pathway, the P3 project may also create "pathway groups" to provide information to students and their parent(s) specifically by selected program pathway in addition to all of the other information processes. Through the P3 project, ACS wants to ensure that students have a full and complete understanding of each CTE pathway and what career possibilities each pathway leads to. The P3 project will provide a lot of opportunities for students to get clarity and information, and ask questions, and will provide ongoing direct support to all students for their chosen pathway.

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We anticipate an initial cohort of 5-10 students participating in work-based learning opportunities by the fall 2025 school year, and would expect that number to increase yearly thereafter based on additional opportunities, interests, and partnerships developed. We conservatively estimate the work-based learning program will see an increase of 20-25% new participation each year following the initial cohort.

B.3. Extent project likely effective in increasing successful participation in opportunities to attain in-demand/high-value Industry Recognized Credential sought/accepted by multiple employers within industry/sector as recognized/preferred/required credential for recruitment/hiring/retention/advancement by students not currently participating in such opportunities, and likely magnitude of increase.

In developing and revising our CTE Pathways, the inclusion of any additional Pathways which contain Industry Recognized Credentials (IRC) in high-demand locally, regionally, and across the State will be included. The KDE Office of Career and Technical Education publish an annual list of Valid Industry Certifications[14] aligned to career pathways, and which the local workforce investment boards across the state have stated are in demand. KDE then highlights the specific high-demand credentials tying them to their associated career pathway/program of study, and assigns them an additional .25 in the state accountability model under postsecondary readiness. P3 will also utilize our partner, the SCWDB, to highlight local and regional high-demand careers with associated IRCs, to further hone and build ACS' CTE program and opportunities for students to earn high-demand IRCs. Having met with SCWDB recently, ACS has already identified several pathways with high-demand IRCs <u>to be added</u> or refined during the development/revision process. These include pathways in manufacturing technology, health science, and trades (construction, manufacturing, and engineering technologies).

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One of the ways in which the P3 program is ensuring we will effectively increase successful participation in opportunities to attain a high-demand IRC is through the creation of a Coding Academy within the STEM Hub. In partnership with ECTC, we will create a Coding Academy to provide students with industry-recognized courses and certifications, college credit, and industry job placement assistance. Students attaining their IRCs through the Coding Academy will be able to enter various computer science occupations directly upon graduation. We will work with P3 partners on the development of partnerships with businesses and industries who are needing computer science/coding employees, and will also reach out to one of the largest employers of ECTC's coding graduates, Fort Knox. We anticipate students successfully passing through the Coding Academy with IRCs in hand will be able to graduate from high school and go directly into gainful employment making a starting salary ranging from $35,000/year to $75,000/year. As part of providing a high-level computer science/coding pathway, ACS will apply to become a Microsoft TEALS school

As stated before, we will also seek to ensure every student and their parent(s) is fully aware of IRC opportunities and associated pathways as they are developed and instituted, their benefits and requirements, and how it could benefit students in the pursuit of their chosen career. We want to ensure that all students know and have clarity about all opportunities available to them, and make sure we clearly connect available opportunities directly to their future and their career choice. This information again will be provided as part of the P3 intensive information and marketing campaign for high school students, in the yearly overall summary information session by grade for students and parents, and in individual student/parent meetings.

Because we are adding in high-demand pathways with their associated IRCs, and there has been stated student interest in several of these new pathways already, we anticipate the

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successful participation of students in these pathways and in the successful obtainment of IRCs will grow year over year. In the 2022-23 school year, 821 students in 9th-12th grade took an IRC test, and 84.5% of them (694 students) passed the test and received their IRC. A key component P3 staff will be sure to communicate to students (and their parent(s)) in all grades and pathways is what an IRC means to a future employer, the value an IRC holds, and how it may affect the level of pay the student will receive when entering the workforce after graduation. P3 will also dive into finding out the root-cause(s) for the 15.5% of students not successfully passing their IRC test, and determine what additional supports are needed to ensure 100% student success. We will use this information and data to employ a continuous improvement model to continuously improve our efforts for the success of all of our students. We conservatively estimate an initial cohort of 5-10 students in each new pathway containing high-demand IRCs, and would anticipate student participation in all IRC pathways to increase 20% per year.

B.4. Extent project will implement strategies likely effective in eliminating/mitigating barriers to successful participation by all students in dual/concurrent programs/work-based learning/opportunities to attain in-demand/high-value Industry-Recognized Credentials, including barriers as out of pocket costs of tuition/books/exam fees/transportation; and eligibility requirements that do not include multiple measures of assessing academic readiness.

Rural students face numerous barriers and equity challenges to obtaining a quality, rigorous education, higher education opportunities, and careers in high-demand fields simply because of where they live. The P3 project equitably addresses student barriers through the provision of revised and new career pathways and opportunities which will accelerate students' ability to enter their chosen career fields. This will help remove the "what's always been," and replace it

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with new ideas and HOPE for their futures, creating opportunity and access where it currently lacks or does not exist.

A barrier that must be addressed is the fact that many parents do not understand dual-credit, work-based learning, or IRCs and the opportunities they can provide for their student(s). If parents are not knowledgeable about these opportunities and their benefits, then they are unable to encourage their student to pursue them or to focus on and successfully complete each pathway requirement. Parent education, therefore, must be integrated throughout the P3 project to provide them with the knowledge to assist their child in making positive decisions for their future career pursuits. As has been mentioned prior, the intensive information campaign to be instituted through P3 will provide this information and education for parents, and will allow them to walk with their student through career pathway selection and successful completion of all pathway requirements.

The P3 project has incorporated multiple strategies to ensure we eliminate as many barriers as possible for ACS students to be successful. These strategies include:

a) Providing tuition for two additional dual-credit courses/year for students (above and beyond the two dual-credit courses/year currently provided by the State);

b) Providing district transportation for students to co-ops, apprenticeships, internships, etc. which are directly related to their career pursuits and chosen pathway, and transportation to WKU's Early College program;

c) Providing funds for industry certification exams for students seeking to earn an industry certificate in their chosen career pathway;

d) Providing funds toward the cost of textbooks for dual-credit courses;

e) Providing funds for uniforms, steel-toed shoes, interview attire, etc. for low-income students;

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f) Providing funds for soft-skills curriculum to assist exceptional students in becoming work-ready; and

g) Providing funds for equipment and adaptive supplies, as appropriate, for exceptional students to pursue a chosen career pathway.

In addition to the specific funding areas mentioned above, P3 Project Staff – and in particular the P3 Career Counselor – will utilize student career planning/tracking software to ensure no student "falls through the cracks," and that all students receive specific 1:1 assistance during the project period. This software will allow project and district staff to track the progress each student is making toward their selected career pathway goal, and will also track meetings and interactions staff have with the student and their parent(s) specifically around career pathways. In addition, the P3 Career Counselor will be able to assist students directly who's chosen pathway does not include multiple measures for assessing academic readiness. This will eliminate guesswork and the potential for a student to miss a critical due date or pathway requirement, helping to ensure successful completion.

We also recognize the need for increased opportunities for our students (in all grades) to develop critical thinking skills, teaching students <u>how</u> to think, organize, and problem-solve for themselves – rather than teaching students <u>what</u> to think. The perfect companion to the incorporation of critical thinking is including authentic teaching and learning through a project-based learning (PBL) framework. PBL encourages student intellectual, social, and emotional development through group-work which investigates and answers a complex, authentic problem, need, challenge, or concern. By creating critical thinkers in <u>all</u> students, we create students who are able to work through complex questions and challenges, and we even the academic "playing field" by removing the ceiling of limited potential, allowing students to question, be challenged,

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and propose authentic solutions to problems. To provide our students with the tools needed for the development of critical thinking and for use in PBL, we provide funds for STEM and computer science items and supplies for ACS' STEM Innovation Hub to be used by all students in the district. In addition, we provide funds for the creation of mobile STEM stations for each school to provide teachers the tools and supplies needed to develop specific critical thinking and/or PBL lessons for their students.

B.5. Extent project will provide all students effective/ongoing Career Guidance/Academic Counseling in each year of HS that—

B.5.A. Will likely result, by no later than end of 2nd year of project, in a personalized college/career plan for each student, updated at least once annually with assistance of school counselor/career coach/mentor/or other adult trained to provide career guidance/ counseling to HS students, and

P3 project staff, as mentioned prior, will be instituting an intensive information campaign for high school students and their parent(s) regarding college/career programs and opportunities. An initial informational meeting with students and their parent(s) in 8th-11th grades will be held (by grade to ensure accurate and appropriate information is shared based on where students are in the process) in Spring of year one regarding currently available opportunities, including dual-credit, CTE Pathways, industry certifications, etc. These meetings will then be done yearly; first through an overall summary informational session by grade for all students and parents, followed by individual meetings with all students and their parent(s) to ensure everyone understands the opportunities students have to pursue their chosen career pathway while in high school. The individual meetings with each student and their parent(s) (once/semester for our low-income students, once/school year for all other students) will discuss the student's college/career goals,

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assist them in selecting available opportunities, help ensure that all questions can be individually and specifically answered, that students/parents understand the benefit of each opportunity, and assist each student in determining which opportunity is best for their chosen career path. These meetings/interviews will also assist project staff and the evaluator in developing an overall baseline metric for where ACS high school students (and their parents) are at the beginning of the P3 project, in their understanding of available opportunities, as well as how many students are on-track to successfully complete a selected college/career pathway. This information, updated yearly, will assist project staff and the evaluator in determining the success of the project information campaign and the project as a whole in assisting students in selecting a career track, staying on target for successful completion during high school, and will provide data on how many students were successful in achieving their selected goals.

From these meetings/interviews, project staff will develop an initial, personalized college/career plan for each student. These personalized plans will include the student's selected pathway, what opportunities they have chosen to participate in (i.e. dual-credit, IRCs, etc.) as well as a specific year by year plan for which courses they will need to take, requirements to complete by year, etc. These plans, shared with the students and their parents, will be updated yearly at each student/parent individual meeting. Because every student in 6th-12th grade at ACS has an individual learning plan (ILP), P3 staff will also incorporate ILPs into the personalized postsecondary education and career plan for each student, further enhancing the support each student receives on their college/career pathway journey.

B.5.B. Includes provision of current labor market information about careers in high-demand fields that pay living wages; advice/assistance in identifying/preparing for/and applying for postsecondary educational opportunities; information on Federal student

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financial aid programs; and assistance in applying for Federal student financial aid.

As part of the yearly individual meetings/interviews, project staff will provide information to students and their parent(s) from the KDE regarding careers and IRCs that are in high-demand across the State. We will also utilize our partner, the South Central Workforce Development Board (SCWDB), to help further inform students regarding current labor market information, including local and regional high-demand careers and credentials wanted by employers, and provide information to students and their parents on the requirements for these careers, and the estimated starting wages for these high-demand careers.

These yearly meetings will also provide the opportunity to share updated information on postsecondary educational opportunities – such as dual-credit, early college, college scholarships, etc., provide information on Federal student financial aid programs, and information and assistance on completing the Free Application for Federal Student Aid (FAFSA). Our postsecondary partner, SKYCTC will also be available to assist students and their parent(s) in understanding what programs they offer, and to provide information and answer questions they may have.

B.6. Extent project likely to prepare all students served to enroll in postsecondary education following HS without need for remediation.

Through the P3 project's intensive information and marketing campaign, which includes regular meetings with students and their parent(s), and software to follow student progress in real-time to ensure every student is on-track to succeed in their selected college/career pathway, our hope is to catch any potential issue(s) that could derail a student's progress immediately and provide immediate assistance and support – either through P3 or ACS assistance, or if/as needed through referral for additional outside assistance. The P3 program is designed to ensure no student falls

through the cracks, and every student receives the help and assistance needed to succeed in their chosen college/career pathway.

The P3 Career Counselor will assist P3 staff in scheduling and planning four events/opportunities each semester for students and their parent(s) to directly interact with and receive information from, P3 project staff, ACS staff, and higher education partners. These events/opportunities will include: a group session for students/parents by grade to share information about college and career programs and pathways, as well as any changes or opportunities for those programs; 1:1 meetings for students and their parent(s) with P3 project staff to ensure that the data and information for each student as it relates to their chosen pathway is correct, that the student is on-track for success in their chosen program, to provide answers and information to any questions the student/parent has, and to provide support where needed and appropriate; and two flexible 1:1 check-in meetings/school year with each student to check on progress. The P3 Career Counselor will utilize the tracking software and scheduled meetings to address any identified weaknesses with the student and his/her parent(s) and provide options to help the student improve where they are weak (such as through tutoring, etc.). In addition, P3 staff will ensure students and their parents know that the student's college placement tests for postsecondary must be taken seriously as they often determine whether remedial coursework is required. P3 staff will assist students in locating placement test preparation helps as appropriate, and will develop a database of placement test information on in-state colleges/universities, to include the name/type of test, and whether the institution allows re-takes of the test. P3 staff will also work with ACS leadership if a common deficiency among students on placement tests is noted so the issue can be addressed and corrected as appropriate.

C. Quality of Project Services

C.1. Quality/sufficiency of strategies for ensuring equal access/treatment for eligible project

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participants/members of groups traditionally underrepresented.

On the first page of this proposal, we described the needs in our district, in our schools, and the needs of our district's students. In looking at these needs, we looked at and incorporated <u>all</u> students, including our low-income students who are the majority in our district (more than 60% in the MS and HS)[15] and who live in a rural, impoverished county. ACS is RLIS eligible, and 100% of students in the district participate for free in the national school lunch and breakfast programs. In the project community, poverty and rurality remain a key indicator of need with generational poverty a norm– and both poverty/low-income and rurality remain a key measure of underrepresented students in postsecondary education.[16,17,18,19,20] All high school and middle school students are eligible project participants. The following table is a breakdown of the ACS HS and MS student population by sex, color/ethnicity, ELL students, students with disabilities, and migrant students.

	Total Pop.	Male	Female	White	African American	Asian	Hispanic/ Latino	2+ races/ other	Econ. Disadv.	ELL	Students w/ disabilities	Migrant	Homeless
HS	979	490	489	890	10	7	47	25	602	11	123	6	2
MS	506	250	256	447	8	3	37	11	319	7	81	7	0
Dual Credit	242	123	119	219	3	*	9	5	98	*	6	*	*
CTE	684	314	370	629	7	*	30	16	458	11	70	*	*

To protect the privacy of an individual student's identity, the data includes an asterisk (*) to indicate insufficient data. (As found on kyschoolreportcard.com)

The P3 project has at its core the inclusion of all students in high school and middle school. The services provided by the project will be provided equally to all students, and we will utilize the aforementioned project design pieces to help screen and determine which students need

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additional support(s). Plans are in place to utilize district staff (such as the Director of Special Education, School Psychologists) to ensure our exceptional students are given the opportunity to succeed in college/career after graduation, and we have included funds in the budget for soft-skills curriculum, and for equipment and modified/adaptive supplies for our exceptional students. We will also be meeting with all students to develop their personalized postsecondary plan, and each student will be monitored in the new student tracking software program to ensure their successful preparation for whatever career field they choose.

C.2. Extent services provided are focused on those with greatest needs.

As mentioned prior on page one, and in sections A.2. and B.4., ACS students have need of the elements/services included in P3, including specific support on college/career pathways and personalized postsecondary plans which will ensure each student is thinking about what will happen after graduation. Each student needs to see the vast number of potential opportunities that lie before them in choosing a college/career pathway while in high school and the benefit of availing themselves of all of the available resources, opportunities (such as dual-credit, work-based learning, IRCs, etc.), and information they can find to ensure their own personal success, and remove themselves from the cycle of place-based and/or generational poverty. Each of P3's elements and services are designed to speak directly to the needs of our students, work to meet those needs, and create a paradigm shift for college/career readiness moving forward.

D. Quality of Management Plan

D.1.a. Extent project goals are clear/complete/coherent, and extent project activities constitute a complete plan aligned to goals, including identification of potential risks to project success, and strategies to mitigate those risks.

P3 has one overall goal: Redesign ACS' college/career program and pathways to become

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innovative, cohesive, and purposeful in providing direct on-ramps for students to enter desired and rewarding careers, equip students with the keys to drive their future, and provide specific opportunities, training, and advancements (including dual-credit, IRCs, etc.) which can set them up for success. We have included a P3 goal, objectives, and outcomes document in Appendix J of the attachments to provide additional information and clarity behind our goal and the plan for successful implementation. The project timeline listing key project activities/milestones/dates/ responsible person(s) contains the primary tasks to be completed to ensure P3 is successful, and may also be found in Appendix J of the attachments. The specifics for each of the key project activities/tasks may be found throughout this narrative.

P3's Project Director will utilize a Continuous Improvement Cycle espoused by Dr. Diana Oxley.[21] The seven-step improvement model includes: taking stock of existing practice, identifying gaps between existing and desired practice, generating and studying strategies to adopt, developing consensus for adopting strategies, devising an implementation or action plan, creating a plan to monitor the implementation, and implementing the plan for improvement. Current college/career pathway programs will serve as the "existing practice" from which we will progress. Annual and mid-year goal targets will be developed with the Advisory Council – comprised of the ACS Superintendent, ACS Chief Academic Officer (CAO), ACS HS Principal, P3 Project Director, External Evaluator, SKYCTC, ECTC, SCWDB, and YSC. The Council will meet at least quarterly – more often if/as needed – and function in an oversight and continuous improvement role for the project, providing feedback and solutions to any identified issues or gaps in services on an ongoing basis for the duration of the project. Quarterly meetings will include specific appraisals of project elements as well as any data collected in the field. Meetings will assist in determining if progress is being made, whether any changes are needed, if any risks

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or potential risks to project success have been identified, and will provide discussion and development of strategies and solutions to address needed changes or risks. The implementation and operation of P3 provides an iterative process to enable the Advisory Council an opportunity to continually improve upon the project and its outcomes as needed. If something is not working as planned the Advisory Council and project staff will work together to develop a solution and make an appropriate change.

Additionally, the Evaluator will regularly provide data to project staff and the members of the Advisory Council through a rapid-response feedback loop, ensuring timely findings support warranted changes/improvements. Using a continuous feedback and improvement loop, the Advisory Council will ensure the project is meeting specified milestones. The Evaluator will work closely with the Project Director, meeting at least bi-monthly (more often if/as needed) in addition to the Advisory Council meetings. The Advisory Council will work to create appropriate action steps as needed throughout the project. The Project Director will work with the Evaluator to conduct individual and group interviews, conduct surveys, and obtain confidential feedback throughout the project period.

D.2. Extent management plan articulates key responsibilities for each party involved in project and articulates well-defined objectives, including timelines/milestones for completion of major project activities, the metrics to be used to assess progress on an ongoing basis, and annual Performance Targets to be used to monitor whether project is achieving its goals.

A management plan is in place to achieve P3's goal/objectives on-time and within budget, including milestones/timeline/responsible persons to complete P3 successfully (see work plan/timeline document and goal/objectives/outcomes document in attachments, Appendix J).

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The work plan/timeline with key components/milestones/dates/responsible persons contains key activities (or major project activities) to be monitored throughout the project. The goal, associated objectives, and outcomes have been provided in the attachments, and additional information regarding the goal, objectives, and outcomes may be found elsewhere in this narrative. The metrics to be used to assess progress ongoing may be found within the objectives as well as in Section E: Quality of the Project Evaluation.

Allen County Schools, established in 1880, is a public school district located in Scottsville, KY. Governed by a locally elected School Board, ACS supports approximately 3,000 students annually in five schools (primary center, intermediate center, middle school, high school, Patriot Academy), along with approximately 400 instructional personnel, educator support staff, district staff and administrators. ACS has a history of strong fiscal management and project performance, and will serve as fiscal agent, coordinating and overseeing all project activities and project implementation. Each initiative ACS operates, regardless of funding source, has operated on-time and within budget, from multi-million dollar state of Federal grants to small foundation grants of just a few thousand dollars. For each of our projects, we provide a strong leadership framework with internal financial, management, and administrative supports and policies. All budgeted items are based on actual or historic costs for the items, and personnel positions are based on our Board-approved salary schedules. Each initiative has a half- or full-time director to oversee implementation, and larger initiatives have a clear summative and formative evaluation led by a third-party evaluator. As a public school district, ACS has policies and procedures in place around federal and state funding received to ensure proper financial and project management, and has a record of fiscal responsibility. ACS manages millions of dollars annually, and complies with OMB standards for A-133; our audit is performed annually by a

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third-party auditing firm accepted by KDE for such purposes.

In addition to the oversight and responsibility for full and successful implementation which ACS brings, we also have partners on board which creates an eligible entity/eligible institution/eligible recipient for purposes of the PIM grant program. These partnerships include:

- Southern Kentucky Community and Technical College who will collaborate with ACS throughout the project period to further develop dual-credit opportunities for ACS students; offer information and provide information-sharing sessions for ACS students and families regarding SKYCTC offerings, scholarship information, how to make the most of dual-credit and CTE opportunities, understanding early college opportunities, and meeting all pre-requisite college courses while in high school; work with ACS to develop additional opportunities on ACS' campus, including virtual classroom opportunities; evaluate the credentials of ACS high school faculty to determine eligibility to teach at the postsecondary level; develop a cooperative plan with ACS to provide needed educators for CTE Pathways to be developed/instituted as part of the project; and actively participate on the Advisory Council for the project.

- Elizabethtown Community and Technical College who will provide assistance in areas where SKYCTC does not have the program available; collaborate with ACS throughout the project period in developing and providing support for the Coding Academy at the STEM Hub; Assist ACS in designing the Coding Academy to accommodate the teaching of an array of computer programming and software classes, and assist with any modifications needed to meet community, economic, and labor market demands; provide experience and assistance in creating the Coding Academy classroom, developing ACS' Coding Academy plan, developing job descriptions for coding instructors, and be an ongoing resources; assist ACS

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in building local and regional partnerships in the industry for Coders who successfully complete the Coding Academy; assist students in the Coding Academy who want to pursue additional post-secondary coursework or degrees; provide college credit hours through ECTC for students who successfully pass their certification exam(s) for those students who wish to pursue a degree with ECTC; and actively participate on the Advisory Council for the project.

- <u>South Central Workforce Development Board</u> who will collaborate with ACS throughout the project period to develop partnerships with regional businesses and industry to provide opportunities (apprenticeships, internships, co-ops, job shadowing) for students; in conjunction with ACS and project staff, provide information for ACS students and families regarding locally and regionally in-demand careers, and employment opportunities; work with ACS to innovate student workforce development, making student job preparation better – including soft-skill development – to ensure students and graduates are prepared to enter the workforce; provide ACS and the evaluator with local and/or regional workforce, labor, and industry data throughout the project period; and actively participate on the Advisory Council for the project.

- <u>Youth Services Center</u> will collaborate with ACS throughout the project period to provide services, support, and resources for students in need, students who are homeless, or at-risk students; in conjunction with ACS and project staff, provide resources and support for ACS students including assisting with summer and part-time job development, career exploration and development resources, job and/or career training supplies (such as uniforms, steel-toed shoes, interview attire, etc.), as well as referrals to health and social service/mental health resources as appropriate; provide ACS and the evaluator with student interaction and support data throughout the project period; and actively participate on the Advisory Council for the

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project.

ACS in collaboration with our partners will continually assess project progress, and through the Advisory Council will ensure the project is on-track throughout the project period and meeting specified objectives and tracking outcomes.

P3 has set the following performance targets for the project (all subject to being adjusted once baseline data and the needs assessment are completed):

- By the end of the P3 project, there will be a 20% increase in student interest in and awareness of college and career opportunities, as evidence by yearly increases in the number of students/year enrolled in CTE, dual-credit opportunities;

- By the end of the P3 project, there will be a 10% increase in the number of students prepared for college/career upon graduation, as evidenced by annual growth in CCR scores; and

- By the end of the P3 project, there will be a 10% increase in STEM opportunities, as evidenced by increases in enrollment in STEM-specific pathways (Coding Academy, Computer Science, Engineering, etc.).

D.3. Adequacy of project's staffing plan, particularly for first year of project, including:

D.3.A. Identification of project director and, for unfilled key personnel positions at the beginning of the project, a description of how critical work will proceed; and

Appendix B in the attachments contains the job descriptions listing key experience and responsibilities for all three project staff positions for P3. The CTE Educator job descriptions will be developed by ACS staff (with partner assistance as appropriate) once specific CTE courses needing educators are identified to ensure appropriate degrees, credentials, and experience are incorporated into the position description.

Mr. Joseph Cosby will serve as the P3 Project Director. Mr. Cosby is a highly-qualified

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educational leader with expertise and success in career and technical education leadership, and programming and partnership development for CTE programs (see attached resume). The Project Director will spend 100% of his time overseeing ACS' P3 implementation and administration, including project resources, supervising the (to be hired) P3 Project Coordinator, and in conjunction with the HS Principal, supervising the P3 Career Counselor. Mr. Cosby will be supervised by the ACS Superintendent.

Upon notice of award, ACS will post the positions for the P3 Project Coordinator and P3 Career Counselor to be hired and will begin the interview process immediately. Because ACS has elected to use the first six months as a planning period (due to the grant starting halfway through a school year), the critical work during this timeframe of gathering initial baseline data and information, and conducting a local/regional needs assessment can begin with the Project Director and Evaluator implementing and overseeing it, with no detrimental effects to the project goal, objectives, and project activities. The Coordinator and Career Counselor will be on board with plenty of time to prepare for the initial information/ marketing campaign meetings in the spring semester to assist students in preparing for the fall 2024 school year.

D.3.B. Extent project director has experience managing projects similar in scope.

As Project Director of P3, Joseph Cosby will bring a wealth of experience in Career and Technical Education, as well as leadership, management of projects and budgets. He is passionate about CTE, and his experience is derived in part from 19 years as a CTE teacher, the Director of Allen County-Scottsville Career and Technical Center, and the principal of Allen County-Scottsville High School. During that time, the CTE program increased the number of pathways and students entering CTE by 50%. Mr. Cosby also increased the number of completers by 60%, and his college-career readiness rates increased from 25% to 90%. He also

played a vital role in the successful implementation of various grant projects during that time. Mr. Cosby has served on the Regional Workforce Board for 8 years, and on the Advisory Board for Career Clusters in Kentucky for 19 years. During his tenure, he was able to get two of the programs nationally accredited. He is skilled in Career and Technical Education, data analysis, building community partnerships, and leading change in educational settings; he is also certified as a K-12 superintendent and principal. Cosby's direct oversight of the project will ensure it meets all required deadlines, operates on budget, and is implemented with fidelity throughout. As Project Director, he will meet monthly with project staff to review the budget and timeline as a means to support fidelity of implementation.

D.4. Extent of demonstrated commitment of partners whose participation is critical to project's long-term success, including extent of evidence of support/specific resources from employers and other stakeholders.

ACS' P3 project is partnering with two community and technical colleges, the local/regional workforce development board, and a youth-serving organization as primary, critical participants in the P3 project. The preliminary partnership agreements with each may be found in Appendix A. We also have commitments from six local businesses who have agreed to participate in the development of work-based learning opportunities through the P3 project, and whose letters may be found in Appendix C. We list below a summary of these key partnerships.

- **Southcentral Kentucky Community and Technical College:** SKYCTC will collaborate with ACS throughout the project period to further develop dual-credit opportunities for ACS students; offer information and provide information-sharing sessions regarding SKYCTC's offerings, scholarship information, etc.; collaborate with ACS to develop additional opportunities on ACS' campus, including virtual classroom opportunities; evaluate credentials

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of high school faculty to determine eligibility to teach at the postsecondary level; develop a cooperative plan with ACS to provide needed educators for CTE pathways to be developed/ instituted through P3; actively participate in the Advisory Council.

- **Elizabethtown Community and Technical College:** ECTC will provide assistance to ACS in areas where SKYCTC does not have the program available; collaborate with ACS throughout the project period in developing and providing support for a Coding Academy at the STEM Hub at Patriot Academy; assist ACS in designing the Coding Academy to accommodate teaching an array of computer programming and software classes, and assist with any modifications needed to meet community, economic, and labor market demands; provide experience and assistance in creating the Coding Academy classroom, developing ACS' Coding Academy plan, develop job descriptions for coding instructors, and be an ongoing resource; assist ACS in building local and regional partnerships in the industry for Coders who successfully complete the Coding Academy; assist students in the Coding Academy who want to pursue additional post-secondary coursework or degrees; provide college credit hours through ECTC for students who successfully pass their certification exam(s) for those students who wish to pursue a degree with ECTC; actively participate on the Advisory Council.

- **South Central Workforce Development Board:** SCWDB will collaborate with ACS throughout the project period to develop partnerships with regional businesses/industry to provide opportunities (work-based learning) for students; provide information regarding locally and regionally in-demand careers and employment opportunities; work with ACS to innovate student workforce development, making student job preparation better (soft-skill development) to ensure students/graduates are prepared to enter the workforce; provide ACS and the evaluator with local/regional workforce, labor, and industry data throughout the project period;

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actively participate on the Advisory Council.

- **Allen County-Scottsville Youth Services Center:** YSC will collaborate with ACS throughout the project period to provide services, support, and resources for students in need, students who are homeless, or at-risk students; provide resources and support for ACS students including assisting with summer and part-time job development, career exploration and development resources, in conjunction with ACS and project staff provide job/career training supplies (such as uniforms, steel-toed shoes, interview attire, etc.), as well as referrals to health and social service/mental health resources as appropriate; provide data on student interaction and support as part of the project during the project period; actively participate on the Advisory Council.

- **The following entities with demonstrated commitment to the project** (Appendix C), and in particular to the development of work-based learning opportunities**:** Brian Miller Construction, City of Scottsville, KY, Gunter Construction Roofing, Inc., Mike Miller Construction, Stamps Mobile (*Automotive*) Maintenance and Repair LLC, and Scotty's Contracting and Stone.

D.5. Extent employers in labor market served by project will be involved in making decisions with respect to project's implementation and in carrying out its activities.

Beginning in the first quarter of year one, ACS' P3 project staff will invite the businesses/entities mentioned above, as well as other local/regional employers across the career pathway spectrum to participate with ACS during the P3 project as part of the P3 Community Council. P3 staff will also post information about the Community Council publicly so that other stakeholders (including parents, students) interested in the P3 project and assisting with furthering opportunities for ACS students can participate. The Council will assist project staff initially in creating work-based learning opportunities for students in partnership with local/regional businesses/industries, assist with identifying other potential business/industry partners, and assist

P3 and ACS staff in understanding what employers are looking for/needing in their workforce.

Throughout project implementation P3 staff will seek input from the Community Council on various topics – from the need for teaching students soft-skills training, critical thinking and problem-solving, to what the local workforce of tomorrow will look like for these employers. It will also be important to find out what type of training program employers have for high school graduates (if any), as well as training made available by these employers for college graduates. Having a wide breadth of business and industry sectors represented on the Community Council is imperative to provide our students with the best opportunities to use their skills and abilities moving forward. From manufacturing to finance to healthcare, P3 staff will strive to ensure there is representation from each sector on the Council. As mentioned earlier, the biggest barrier faced by underserved students is a lack of information. This barrier is enhanced if school and district leaders also do not know or have access to what employers are needing and looking for when hiring for positions with a living wage and to meet labor market needs.

Business and industry partners through the P3 Community Council will also assist P3 staff in planning the most effective way to create on-the-job experiences for ACS students, through apprenticeships, internships, and work-based learning opportunities outside of the classroom. The business/industry partnerships developed through the P3 Community Council will help create the workforce of the future, and our students' success equates to their success.

E. Quality of Project Evaluation

E.1. Extent methods of evaluation will provide valid and reliable performance data on relevant outcomes; and

E.2. Extent methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

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ACS commits to reliable, regular measurement of progress toward the Perkins V Section 113

Core Indicators of Performance (CIPs) and project specific measures identified to reflect the

context of our district and proposed approach. ACS is highly qualified to monitor and report

many of the CIPs due to mandates of the KDE. Namely, KDE requires uniform data reporting

related to CIPs across districts and publishes annual data within School Report Cards (SRCs).

While the release of the SRCs can lag (i.e., the most recent SRCs reflect the 2021-2022 school

year) and may not include every disaggregation of interest (i.e., disaggregated by subgroups as

described in section 1111(c)(2)(B) of the ESEA, special populations, sex, and CTE program and

program of study), ACS will access the same source files submitted to KDE to monitor selected

indicators throughout each year and by the specified subgroups and special populations. The

demonstrated history of monitoring this information reliably and the KDEs validation of the data

in production of SRCs uniquely positions ACS to continue to track valid and reliable

performance data that permit periodic assessment of progress.

Perkins V Section 113 Core Indicators of Performance (CIPs)

1. Annual % of CTE students who graduate HS measured by 4 yr. adjusted cohort grad rate and extended-yr. adjusted cohort grad rate **(CIP 1S1 and 1S2)**
Data are reported in the KDE SRCs annually. The 21-22 baseline of 99% (198/199) for 4 year adjusted cohort graduation rate (CIP 1S1) leaves little room for improvement. However, as offerings are expanded and the number of students qualifying as CTE concentrators increases each year, ACS's focus will be on ensuring maintenance of graduation rates.
2. Annual % of CTE students who are proficient in Reading/Language Arts, Mathematics, *and* Science (assessed separately) based on State Assessment **(CIP 2S1, 2S2, and 2S3)**
Grades 3 through 8 and 10 participate in the KY state assessments for mathematics. Students in grades 4, 7 and 11 participate in the state science assessment. In all cases, students receive an Individual Student Report displaying a performance level of Novice (lowest), Apprentice,

Proficient (goal), or Distinguished (highest). Individual student results are provided to the

district as well as included in the annual SRC. Baseline data from 21-22 assessments (i.e., 41%

proficient in Reading/Language Arts, 32% in Math, and 18% in Science) will be updated once

the 22-23 SRCs are released, monitored annually by subgroup, and discussed to make program

adjustments, as needed.

3. Annual % of CTE students who are in postsecondary education or advanced training, military, a service program under National Community Service Act, *and/or* a non-traditional field **(CIP 3S1 and 4S1)**

Data are reported in the KDE SRCs annually. The 21-22 baselines of 86% (175/204) for

postsecondary placement (CIP 3S1) and 26% (135/512) for non-traditional participation will be

updated once the 22-23 SRCs are released, monitored throughout the year by subgroup, and

discussed to make program adjustments, as needed.

4. Annual % of CTE students graduating having attained *any* postsecondary credits in relevant CTE programs through dual/concurrent enrollment, *as well as* those attaining 12 or more postsecondary credits that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program **(CIP 5S2)**

According to the 21-22 SRC, 242 students enrolled in dual credit opportunities and 199 (82%)

completed dual credits with a passing grade. No apprenticeship participation was reported in the

SRC. The *number* of postsecondary credits attained by each student, however, was not reported

in the SRC. As a result, during the planning phase ACS will identify the source materials (sent

to and validated by KDE) to identify the number of CTE students with 12 or more postsecondary

credits. These source files will also be used to calculate the average number of postsecondary

credits attained each year. These figures will be monitored throughout the year by subgroup and

discussed to make program adjustments, as needed.

5. Annual % of CTE students graduating from HS having completed 40 or more hours of work-based learning for which they received wages or academic credit, or both **(CIP 5S3)**

No baseline data for this indicator are currently available. During the planning phase, ACS will

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finalize a method for tracking work-based learning hours and establish a baseline. Hours will be

monitored by student subgroup throughout the year and reported annually.

6. Annual % of CTE students graduating from HS having attained an industry-recognized credential that is in-demand in the local, regional, or state labor market and associated with one or more jobs with median earnings that exceed the median earnings of a high school graduate **(CIP 5S1)**
Data are reported in the KDE SRCs annually. The 21-22 baseline of 63% (131/208) for PIM 3S1 will be updated once the 22-23 SRCs are released, monitored throughout the year by subgroup, and discussed to make program adjustments, as needed.
7. Annual % of students meeting in each year of high school with a school counselor, college adviser, career coach, or other appropriately trained adult for education and career counseling during which they reviewed and updated a personalized postsecondary educational and career plan
No baseline data for this indicator are currently available. During the planning phase, ACS will finalize a method for tracking career counseling and postsecondary/career planning and establish a baseline. Meetings and plans will be monitored by student subgroup throughout the year and reported annually.

The CIPs outlined above are each directly related to our proposed strategies of developing new

career pathways and learning opportunities, expanding dual credit opportunities, and

concentrating promotional and staff resources around CTE. At the same time, ACS recognizes

the need to also monitor and report progress toward the project specific indicators outlined below

Project Specific Indicators for ACS

1. By the end of the grant period, there will be a 20% increase in student interest in and awareness of college and career opportunities, as evidenced by yearly increases in the number of students/year enrolled in CTE and/or dual-credit opportunities.

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Enrollment in CTE and dual-credit opportunities is tracked through the ACS data system, Infinite Campus, and included in the KDE SRC each year. A baseline for this indicator will be established once the 22-23 SRCs are released, monitored throughout the year by subgroup, and discussed to make program adjustments, as needed. The target of a 20% increase may be adjusted once the baseline data are collected, but an increase of that or similar magnitude is reasonable given the proposed revision and expansion of CTE pathways and dual credit opportunities at ACS.

2. By the end of the grant period, there will be a 10% increase in the number of students prepared for college/career upon graduation, as evidenced by annual growth in CCR scores.

Postsecondary readiness is measured by one of the following indicators intended to signal a student's readiness for the next step in their postsecondary plans (i.e., college and/or career): 1) meeting/exceeding a college readiness benchmark score on college admissions or college placement exam approved by the CPE; 2) achieving 3 hours of college credit or postsecondary articulated credit by completing a course approve by the KBE; 3) achieving a benchmark score on an AP, IB, CAI or other nationally recognized exam approved by the KBE that generally qualifies the student for 3 or more hours of college credit; 4) completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative, or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the LSAC (*still under development, and will be a measure once a number of hours are approved*); 5) achieving any industry-recognized certification, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures, or credentials identified as high demand.

ACS will establish a baseline measure for this within the planning phase in year one. Data will be monitored throughout the year on progress toward the target and by subgroup.

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3. By the end of the grant period, there will be a 10% increase in STEM opportunities, as evidenced by increases in enrollment in STEM-specific pathways (Coding Academy, Computer Science, Engineering, etc.).

Enrollment in STEM opportunities is tracked through the ACS data system, Infinite Campus, and included in the KDE SRC each year. A baseline for this indicator will be established once the 22-23 SRCs are released, monitored throughout the year by subgroup, and discussed to make program adjustments, as needed. The target of a 10% increase may be adjusted once the baseline data are collected, but an increase of that or similar magnitude is reasonable given the proposed expansion of STEM-specific and additional in-demand CTE pathways and dual credit opportunities at ACS.

F. Support for Rural Communities

F.1. Extent there is clear, well-documented plan for primarily serving students from rural communities; and

ACS is a local education agency in KY located in Scottsville, a rural, low-income/high-poverty community. According to the National Center for Education Statistics (NCES) ACS has a District Identification number of: 2100070,[22] and an NCES locale code of 41 meaning rural fringe. According to the 2020 Census' County-level Urban and Rural Information,[23] 98.61% of Allen County is rural. All ACS students are therefore primarily rural and from a rural community and will be benefitting from the P3 project as detailed throughout this narrative.

F.2. Extent applicant proposes project that will improve education/employment outcomes of students in rural communities.

As discussed in D.1., the goal for the project is to redesign ACS' college/career program and pathways to become innovative, cohesive, and purposeful in providing direct on-ramps for students to enter desired and rewarding careers, equip students with the keys to drive their future,

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and provide specific opportunities, training, and advancements which can set them up for success. The goal is designed specifically to ensure ACS' college/career program offerings are of benefit to our rural students, and will improve student education and employment outcomes.

With an intensive focus being placed on the college and career program, redesigning it to ensure each pathway offered is a high-demand pathway, and offering new pathways of interest to our students and in-demand in the local, regional, and statewide labor markets we anticipate success in improving our education and employment outcomes.

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