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# FAYETTE COUNTY PUBLIC SCHOOLS CAREER AND TECHNICAL EDUCATION INSTITUTIONAL REVIEW REPORT

CONDUCTED BY THE KENTUCKY DEPARTMENT OF EDUCATION  
OFFICE OF CAREER AND TECHNICAL EDUCATION  
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# AS IS STATE

- According to the 2014-2015 District Report Card, 2,296 students graduated from Fayette County high schools:
  - 78% (1,779) of those graduating seniors had been enrolled in one or more CTE courses during their senior years (*vs. 87% across Kentucky*).
  - 37% (839) of graduating seniors had reached “preparatory status” (*vs. 50% across Kentucky*).
  - Among graduating seniors, 64% (1,468) were college ready (*vs. 59% across Kentucky*)
  - Among graduating seniors, 7% (160) achieved the career ready academic component through WorkKeys or ASVAB (*vs. 26% across Kentucky*)
  - Among graduating seniors, 6% (134) achieved the career ready designation (*vs. 21% across Kentucky*)

# FORD NEXT GENERATION LEARNING (NGL)

## **Mission**

*Ford Next Generation Learning mobilizes educators, employers, and community leaders to create a new generation of young people who will graduate from high school both college- and career-ready—an emerging workforce prepared to compete successfully in the 21st century economy.*

# RECOMMENDATIONS & RESPONSES

## Programs of Study

Recommendations	Responses
Increase intentionality in CTE course offerings to ensure students have opportunity to reach preparatory/completer statuses	Career Academy organization of high school programs in which academic, career/technical, workplace-based and dual credit learning opportunities are built around college/career occupational areas.
Increased access to workplace-based learning, system of support	
Increased access to dual credit learning opportunities for students who are ready	

## Big Idea

*“Pathway Culture”*

# RECOMMENDATIONS & RESPONSES

## Instructional Practices

Recommendations	Responses
Improved use of data to track student progress toward college & career readiness	Development of a career academy structure requires alignment and integration of academic & CTE instruction, and includes business partners. Academies include data systems and support structures to guide student progression, and include opportunities for participation in student organizations
Increase opportunities for academic and CTE instructional staff to collaborate in development of learning opportunities for students	
Increase student engagement through Career and Technical Student Organizations	

## Big Idea

*“Intentional Curriculum”*

# RECOMMENDATIONS & RESPONSES

## Guidance/Scheduling Practices

Recommendations	Responses
Increased, improved use of student Individual Learning Plans (ILPs) to guide students in course selection, preparation for college/career success	The career academy structure includes development of career guidance structures (e.g., 9 <sup>th</sup> grade academies) intended to help students explore a variety of career opportunities, and to make decisions based on interests, talents and strengths.
Increasing overall knowledge of the benefits of CTE programming for all students	

## Big Idea

*“A clear path from here to my aspirations”*

# RECOMMENDATIONS & RESPONSES

## Workforce Alignment

Recommendations	Responses
Increase the number of advisory partners, and overall quality of advisory systems, contributing to CTE pathway program development	Career academies are organized around a grouping of industry-based partners who meet regularly to guide the instructional program toward a real-world context and standard of excellence, including access to industry-recognized certifications. Parallel partnership teams continue that work beyond the school level to the district level, and a steering committee/board ensures alignment of programming to workforce needs.
Align CTE programming with workforce needs, increasing opportunities for students to achieve gainful employment upon graduation	
Increase opportunities for students to earn industry-recognized certificates as the result of completing CTE pathways	

## Big Idea

*“Make Lexington Strong”*