

FY2005

State of Oklahoma

**Consolidated Annual Performance,
Accountability, and
Financial Status Report**

for the

**Carl D. Perkins
Vocational and Technical Education Act of 1998**

**Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
voice: 405-377-2000 – fax: 405-743-5541
www.okcareertech.org**

Preface

We are pleased to submit to the United States Department of Education, Office of Vocational and Adult Education, the Oklahoma FY2005 Consolidated Annual Report (CAR). This report enables the Secretary to collect performance information about, and report on, the conditions of *CareerTech* education and the effectiveness of State and local programs, services, and activities carried out under the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332.

This CAR is organized as outlined in the “Consolidated Annual Performance, Accountability, and Financial Status Report,” OMB NO: 1830-0503, Expires 04/30/2008. This report is being submitted by the 90th day following the grant year (34 CFR §80.40(b)(1), §80.41(b)(4)).

The following persons at the Oklahoma Department of Career and Technology Education can be contacted regarding information in this report:

Belinda McCharen, Ed.D., Associate State Director, Career and Support Services
Robin Schott, Manager, Innovative Initiatives and Services
Jan Huston, Federal Legislation

In Oklahoma, we are implementing activities and initiatives that result in more integrated and comprehensive offerings to accomplish the mission of the Oklahoma *CareerTech* system — *We prepare Oklahomans to succeed in the workplace, in education, and in life.* The accountability system in the Carl D. Perkins Vocational and Technical Education Act of 1998 strengthens our efforts to achieve this mission.

Table of Contents

I. State Administration [Section 121]	
A. Sole State Agency and Governance Structure.....	1
Organizational Chart of Oklahoma Department of Career and Technology Education.....	2
B. Organization of Vocational and Technical Programs	3
II State Leadership Activities [Section 124]	
A. Required Activities [Section 124(b)].....	4
B. Permissible Activities [Section 124]	7
C. Core Indicator Related Activity	
Core Indicator #1 — Academic and Technical Skills Attainment.....	9
Core Indicator #2 — Completion	10
Core Indicator #3 — Placement and Retention	12
Core Indicator #4 — Nontraditional	12
III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Section 131 and 134]	
A. Summary of the state’s eligible recipients.....	14
Web site for FY2005 Oklahoma Local Application.....	14
IV. Accountability	
A. Performance Results and Program Improvement Strategies	14
B. Performance Results for Special Populations and Program Improvement Strategies	16
C. Definitions	18
D. Measurement Approaches	18
E. Improvement Strategies.....	19
V. Monitoring Follow-Up	19
VI. Workforce Investment Act (WIA) Incentive Grant Award Results	19
*Oklahoma Improvement Plan Update.....	19
Appendices	
Appendix A: Financial Status Reports	
Appendix B: Vocational-Technical Education Enrollment Reports	
Appendix C: Vocational-Technical Education Accountability Reports	

Narrative Report

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

Offer a brief summary of how your state is organized to administer vocational and technical education under Perkins III. Attach an organization chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each.

The Oklahoma Department of Career and Technology Education (ODCTE) is committed to quality *CareerTech* education programs and services. During FY2005 the following areas were responsible for ensuring that *CareerTech* education met the needs of Oklahoma constituents:

Administration

The Administration provided the leadership and direction to enable distinctive accomplishments through the implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998.

Career Services

Career Services included innovative initiatives, federal legislation, research, guidance, equity, and services for students with disabilities, job placement, Career Resource Network, Tech Prep, and *High Schools That Work*. Within this area the Federal Legislation team coordinated and implemented the Carl D. Perkins Vocational and Technical Education Act of 1998.

Curriculum and Testing Services

The Curriculum and Instructional Materials Center provided competency-based, media-supported curriculum for instructors and students. The Testing Division aligned *CareerTech* education programs with current national and/or state industry standards. Occupational duty/task lists and occupational tests were developed for program areas as an instructional tool and a measurement of student occupational readiness.

Educational Services

The Educational Services area provided supervision of, and technical assistance to, all *CareerTech* programs in comprehensive high schools, technology centers, and skills centers within the state.

Education Technology Resources

The Educational Technology Resources Division provided educational technology and telecommunications resources for customers throughout the system.

Financial Services

Within the functional area of Administrative Services, the Finance Division provided the fiscal services and controls necessary for the efficient and effective operation of the state *CareerTech* education delivery system.

Organization and System Development

Within this area, the Information Management Division collected, processed, and analyzed *CareerTech* education student data and information for management planning and decision-making.

Skills Centers

The Skills Centers Division provided inmate training as a primary function and was responsible for the direction of the state-supported *CareerTech* Skills Centers located in correctional institutions across Oklahoma.

Technology Center Services

The Technology Center Services Division provided assistance developing strategic and tactical planning for the implementation of high quality training initiatives in Oklahoma technology centers.

Organizational Chart on this Page

B. Organization of Vocational and Technical Education Programs

Provide information about how vocational and technical programs are organized and offered in your state. Indicate whether, and to what extent, your state has organized its programs around Career Clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or job.

Oklahoma *CareerTech* programs are offered through the comprehensive schools (grades 7-12), technology centers (grades 11-12 and adults), community colleges, and prison/juvenile sites. The *CareerTech* programs are organized through their respective divisions of Agricultural Education, Business, Marketing, and Information Technology Education, Family and Consumer Sciences Education, Health Careers Education, Technology Education, and Trade and Industrial Education.

The ODCTE has been diligent and opportune in their bid to introduce and implement the Career Clusters framework and pathways throughout the state. A significant decision was made by the Governor's Council for Workforce and Economic Development to focus the work of the Council in the context of Industry Clusters and the 16 Career Clusters Framework will complement the Council's work. The Council identified six Industry Clusters as areas of priority: Health, Manufacturing, Aerospace, Energy, Science Technology Engineering and Mathematics, and Hospitality and Tourism.

During FY2005 the ODCTE offered a State Career Cluster Institute to assist with the migration into the Career Cluster program design. The 300 participants of the State Career Cluster Institute included representatives from all levels of education. To assist with the alignment of curriculum with national standards, academic experts and technical content experts from the national and state arena were available for the Cluster teams. A "Request for Proposal" has been offered through the Tech Prep initiative to assist with this transition.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

Provide a summary of your major initiatives and activities in each of the following areas that are “required” under Section 124(b)(1-8) of the Act.

<p>1. Assessment of vocational and technical education programs for special populations</p> <p>A review of local applications, on-site reviews, and local performance reports indicated subrecipients at the secondary and postsecondary levels included special populations in the services and programs designed to attain the required program goals and improve performance indicators. The special populations students enrolled in secondary and postsecondary <i>CareerTech</i> programs received assistance through coordinated efforts such as tutoring, mentoring, and career and academic advisement to ensure appropriate placement and educational success.</p> <p>A review of the annual subrecipients performance report confirmed that the subrecipients’ use of funds included career guidance and counseling opportunities to all students to assist with appropriate and informed decisions regarding secondary courses leading to careers and postsecondary education. Subrecipient on-site reviews included portfolios, plans of study, and mentoring/shadowing programs.</p>
<p>2. Developing, improving, or expanding the use of technology</p> <p>The ODCTE Learning Center contained wireless laptops, SmartBoard technologies, and H.323 distance learning technology. The <i>CareerTech</i> Learning Network (CTLN) delivered a variety of instructional resources such as on-line courses, customer support, and other IT services used in state-of -the-art classroom, labs, and schools. The CTLN included an interactive portal site that linked the customer/instructor to a variety of educational experiences from the classroom, business, or home. The CTLN offered a turnkey suite of tools that encompass learning management, digital repository management, and student information management. Through a partnership with the Oklahoma Office of Rural Health, an on-line Spanish for Health Care course has become available for the career and technology education (CTE) classrooms and Oklahoma hospitals. Because of a partnership with the Center for Early Childhood Professional Development (CECPD), an on-line Entry-Level Child Care Training program was available for all childcare providers in CTE classrooms and childcare facilities.</p>
<p>3. Professional development programs</p> <p>New Teacher Induction System The Teacher Induction process continued to be successful and was implemented throughout the state. The mentor training, provided to all instructional leaders and mentors, continued to enhance the instructional practices needed by new instructors entering the <i>CareerTech</i> classroom. Because of the strong collaboration between local schools, the state agency, and higher education, the Teacher Induction System was presented the Governor’s Quality Award. It continues to surpass national averages with a 79.57% teacher retention rate over a five-year period.</p> <p>Oklahoma <i>CareerTech</i> Professional Development Center (PDC) An on-line PDC has been developed to provide all Oklahoma <i>CareerTech</i> instructors tools for self-assessment, reflection, and personal goal setting. Many of the technology centers have implemented the Professional Development Center to shift from a staff development system to an ongoing, results oriented professional development system. The PDC focused on helping instructors set individualized goals and initiated small group learning communities. After a goal was established, the on-line PDC assigned colleagues that had similar challenges and needs to local instructional experts with the expertise to perform specific instructional competencies and to available on-line resources that related to the identified challenge/goal established by the instructor.</p> <p>Professional development workshops were conducted with teams from pilot schools to assist in effectively implementing learning/processing styles, study groups, lab groups/networks, demonstration lessons, and guided practice strategies as learning deliveries for their students.</p> <p>The PDC continued to improve and made the services available for both new and experienced instructors. The self-assessment tools have been upgraded with better-quality data to improve instructional effectiveness. As a means to assemble and share instructional strategies, tools, and resources, an on-line template that identified successful practices was developed and dispersed statewide. Workshops were available for coaching, developing, and maintaining effective small learning communities. Campus experts were provided training on facilitating instruction and managing an effective learning environment.</p> <p style="text-align: right;"><i>Continued on next page</i></p>

Technical and Professional In-service Activities

During FY2005, *CareerTech* educators received technical and professional updating. Listed below are the professional improvement meetings and activities offered by the ODCTE:

Divisions	Workshops	Attendees	Contact Hours
Occupational Divisions			
Agricultural Education	23	1193	18,207
Business Marketing & Information Technology Ed	16	572	10,300
Family and Consumer Sciences Education	17	1137	13,731
Health Occupations Education	18	748	10,937
Technology Education	8	369	8,124
Trade and Industrial Education	18	1053	17,401

Additional Workshops			
Adult and Career Development	51	865	9,769
Curriculum and Instructional Materials Center	2	26	41
Federal Legislation	1	25	125
Guidance/Career Information	75	2894	12,372
Innovative Initiatives and Services	21	978	11,769
Instructional Services	11	273	3,001
OBAN	4	170	3,369
Regional Administrators	3	86	1,234
Skills Centers Division	10	247	4,414
TANF	4	1142	14,146
Technology Center Services	4	137	1,769
Testing	1	11	17

4. Improvement of academic and vocational-technical skills

The Oklahoma SREB *HSTW* added two targeted projects specifically designed to improve academic skills for CTE students. One was the SREB Transition Project that focused on student success at the ninth grade. Five Oklahoma high schools that were targeted as low-achieving schools designated a team of administrators and instructors to work on instructional leadership and a ninth grade literacy catch-up course for students who needed additional support to be successful in current language arts courses. Each school implemented at least one section of the course in the fall of 2004. As a result of the transition English course, students improved an average of three grade levels in reading achievement.

ODCTE Pre-Engineering Academies have continued to evolve with a model sequence of courses that includes engineering, math, and science. Each site can develop the local implementation strategy with the agreement that all students who complete the programs have the same course work. This initiative has been lead by a statewide leadership team including superintendents, principals, instructors, university engineering faculty, and industry. An on-line data system is being developed to benchmark student success for CTE courses as well as mathematics, science, college entrance, and degree completion.

Professional development opportunities that addressed the improvement of academic and technical skills based on “SREB - Key Educational Practices” and the Tech Prep components were presented throughout the year in multiple formats. The audience included academic instructors, *CareerTech* instructors, counselors, and administrators. School profiles documenting the Carl Perkins performance indicators are being shared with local sites as well as five-year profiles on school report cards. Achievement of students that were impacted through the classrooms that participated in professional development continued to be measured through the *HSTW* student assessment, through mandated state testing at comprehensive high schools, and through the annual academic performance measurement.

One Oklahoma high school participated in a national research project that focused on the integration of mathematics and agriculture education. The two instructors learned strategies that focused on the reinforcement of mathematical concepts throughout the agriculture curriculum. Student progress was benchmarked through the project. These instructors are cascading these strategies with other CTE and academic instructors.

5. Preparation for nontraditional training and employment

ODCTE funded a staff member for the support of nontraditional and equity issues related to student recruitment, guidance and counseling, facilities, placement, nontraditional curriculum development, and staff in-service/training. Staff development was provided for field coordinators who were responsible for nontraditional and equity program issues during the annual summer conference and the spring nontraditional/equity coordinators sessions. The sessions included the OK Career and Technical Education Equity Council (OKCTEEC) "Making It Work Day" at the State Capitol with state senators and house members as well as agency partners, Oklahoma Department of Human Services, and the Oklahoma Regents for Higher Education.

One initiative that continued to grow is GirlTech E-Mentoring Program for females pursuing pre-engineering or other high tech and nontraditional occupations. A goal of this project was to match these students with professional women in the same field.

The agency co-sponsored an equity conference with out-of-state and in-state speakers and presenters on issues of equity, nontraditional, displaced homemakers/single parents, and clients and coordinators of temporary assistance to needy families (TANF) programs. The ODCTE and Oklahoma *CareerTech* Foundation co-sponsored the "Breaking Traditions Award Program" for recognition of outstanding nontraditional students.

6. Supporting partnerships

ODCTE has continued to work as a partner on the Governors Council for Workforce and Economic Development. The team created a strategic plan that identified specific strategies to support Industry Clusters through the Career Clusters framework. This initiative continued to be a catalyst for the Oklahoma *CareerTech* system to create a seamless educational transition system through the Oklahoma education and business partners.

Health care has become a top priority Industry Cluster, and ODCTE has created a partnership with the public schools and the Oklahoma State Regents for Higher Education to build a pipeline of future health care workers for Oklahoma. Strategies are scheduled for development that can be used to recruit students, provide additional training/education programs, and "fast-track" students to meet the critical workforce needs of the health care industry.

The ODCTE Curriculum and Instructional Materials Center (CIMC) continued to work with Automotive Youth Education Services (AYES) to create on-line automotive curriculum that will be a national and international product.

ODCTE, Oklahoma Associated General Contractors, and local technology centers have created a formal partnership to address the needs of the construction industry. The focus of this partnership has been to support a construction industry liaison to assist with just-in-time industry training, to develop high school Architecture and Construction academies for Oklahoma students, and to assist with the development of a seamless educational pathway for students from high school to technology center to postsecondary education and career.

Through the Tech Prep initiative, the Carl D. Perkins basic funds served 425 Oklahoma high schools and provided services for 4,361 students. Tech Prep offered 619 professional development opportunities for 4,695 administrators, instructors, and counselors. The Tech Prep consortia have formed partnerships with 26 two-year colleges and 11 four-year colleges and universities. Oklahoma Tech Prep has produced 668 local cooperative agreements that consist of 122 AAS programs at 18 Oklahoma colleges/universities and two out-of-state colleges with 29 Oklahoma technology districts.

7. State correctional institutions

During FY2005 federal funds totaling \$165,407 were used to ensure that the students had a smooth transition from incarceration to the world of work for males and females at the following correctional institutions:

Jim E. Hamilton <i>CareerTech</i> Skills Center	\$60,243 – Reintegration Services
Ft Supply <i>CareerTech</i> Skills Center	\$40,979 – Reintegration Services
Tulsa Workforce Development Office	\$64,185 – Reintegration Services

8. Support for programs for special populations

Many partnerships and events have been established to enhance the opportunities for students of special populations. These include: Oklahoma Association of Higher Education and Disability Executive Board (OKAHEAD); Implementation Council for the Comprehensive System of Personnel Development; IDEA State Advisory Panel; Oklahoma Transition Council Board; plan and implement transition institute and cadre meeting throughout the state; partnered with Skills Center to enhance professional development of the Drop Out Prevention instructors; provided paraprofessional training with SDE Special Education Division; and consulted with the workforce to meet the needs of the special populations.

Specific in-services were offered for educators who interacted with students with special needs. These included: Just-in-Time Trainings; *CareerTech* Summer Conference; Student Services Endorsement Program; On-Line Learning Modules for Guidance; expanded development of on-line resources regarding students with disabilities, and collaborative efforts with other agencies and organizations.

B. Permissible Activities [Section 124]

Provide a brief summary of major initiatives and activities under one of more of the following areas under Section 124(c)(1-12) of the Act

1. Technical assistance for eligible recipients

Technical assistance encompassing group presentations, electronic communications, and on-site reviews were options provided to eligible recipients. The ODCTE Web site publishes the local application and other related documents for implementation of the program, legislative/reauthorization updates, and a question/answer site. Requests for assistance have focused on continued improvement of the core indicators of performance and expanding activities/opportunities beyond the classroom for measurable, continuous improvement.

Expenditures were reviewed for program quality to ensure state and federal guidelines were fulfilled. One hundred percent of eligible recipients were monitored through the annual subrecipient performance report to confirm that the funds were used to achieve state and local goals.

2. Improvement of career guidance and academic counseling programs

A myriad of professional development opportunities were available to student services staff in the technology centers and comprehensive schools. Over 2,800 participants took advantage of more than 300 hours of in-service that included a wide variety of career guidance and academic counseling topics.

The Guidance Division Web site published two new features:

- 1) an interactive career planning system for students and/or counselor. The career-planning site led students through the development of a plan of study that was relevant to career goals.
- 2) a section for parents on how to help their children be successful academically and in their career. The parent section included a video, brochures, Web links, and other material to assist with their children's academic and career development. A Career Clusters speaker's kit was developed and also put on-line. This kit includes power points, handouts, links to the models, plans of study, workforce statistics, and career planning materials developed specifically for the Clusters.

Each November a career activity file is developed and disseminated both in print and on-line. Over 3,000 copies were disseminated. The activity file focused on Career Clusters and work ethics. It also included lesson plans, Web sites, teaching materials, and information about the national careers poster and poetry contest.

Research findings regarding the difference that student services have made to students in terms of completion, retention, and placement were disseminated to the field. Data results on the topics of the strategies comprehensive schools used in implementing plans of study and Teachers as Advisors and how these strategies made a difference in the academic achievement of their students were also distributed to the field.

A Career Cluster Student Planning Guide was developed for each of the 16 Career Clusters that provide Oklahoma students with a list of career specialties with salary information and job growth potential. It also includes the Career Cluster model and a sample plan of study.

<p>3. Establishment of agreements between secondary and postsecondary vocational and technical education programs</p>
<p>The ODCTE supported the development and implementation of new cooperative alliance agreements with higher education, which will replace the old cooperative agreements over the next 3 years. Discussions began with the Oklahoma State Regents for Higher Education to improve the services provided to students to assist them to acquire additional college degrees in technical fields.</p> <p>The alliance agreements will offer high school students immediate transcribed college credit replacing the “banking credit” concept in the old system.</p>
<p>4. Support for cooperative education</p>
<p>The ODCTE provided the opportunity for students to participate in 79 cooperative education programs. These programs were located in the comprehensive schools, technology centers, juvenile offender programs, and alternative schools. Over 3,600 students chose to participate in the cooperative education programs in FY2005.</p>
<p>5. Support for vocational and technical student organizations</p>
<p>The ODCTE supported the <i>CareerTech</i> student organizations by funding 10.0 FTE in support of the state coordination of the seven student organizations (BPA, DECA, FCCLA, FFA, HOSA, SKILLS/USA, and TSA). The agency funded an annual State Leadership Conference to train the state officer teams of the seven organizations. The agency also funded the independent audits of each of the organizations. Indirectly, the agency funded multiple state staff hours in assisting the annual student organization state conferences through competitive contest judging and job interviewing.</p>
<p>6. Support for public charter schools</p>
<p>There were no public charter schools in Oklahoma with <i>CareerTech</i> programs.</p>
<p>7. Support for vocational and technical education programs that offer experience in and understanding of all aspects of an industry</p>
<p>During the new instructor institute, instructors have been provided <i>All Aspects of the Business/Organization</i> from the Institute for Workforce Education at the University of Missouri-Columbia or the Oklahoma Toolbox, <i>Work-Based Learning: Internship and Job Shadowing</i>.</p>
<p>8. Support for family and consumer sciences programs</p>
<p>The ODCTE supported 441 Family and Consumer Sciences Education (FACSE) programs in Oklahoma through program assistance and salary supplements. Fifty instructors were in technology centers. State funds provided program assistance of \$6,000 for each FACSE program in comprehensive schools, plus a \$2,000 salary supplement for each instructor in the comprehensive schools. In-service activities included conferences, curriculum workshops, new instructor training, and stipends for presenters at conferences. The Family and Consumer Sciences Education Division has provided in-service for each new/updated Family and Consumer Sciences curriculum. Five curriculum in-services were held with a combined total of 97 instructors in attendance. Three “hand held” computer in-services were conducted with a combined total of 70 instructors in attendance. Five HIV/AIDS workshops were provided with a total of 35 FACS instructors and 420 other educators in attendance.</p>
<p>9. Support for education and business partnerships</p>
<p>Oklahoma’s Tech Prep consortia continued the development of business/industry partnerships to align Career Cluster development and seamless high school/postsecondary CTE pathways. In 2005 the consortia reported that 574 business/industry partners provided 3,496 different job shadowing events, mentoring activities, and/or tours; 708 student internships; and 264 instructor internships.</p> <p>The Governor’s Council for Workforce and Economic Development made a momentous decision to focus the work of the Council in the context of Industry Clusters. The Council adopted the 16 Career Cluster Framework that has been identified in a national initiative supported by the National Association of State Directors of Career and Technical Education Consortium. The Council focused on a long-term, strategic job creation and growth plan that will impact the state efforts in six Industry Clusters. These Clusters were identified as Oklahoma’s future economic growth.\</p>

Continued on next page

The Cluster initiative is important because, for the first time in the history of this state, coordinated, market driven economic strategy will focus on areas that have the greatest growth potential and can raise the individual wealth of Oklahomans.

The Governor's Council identified the following six Industry Clusters:

1) Health, 2) Manufacturing, 3) Aerospace, 4) Energy, 5) Science, Technology, Engineering, and Mathematics (Nanosciences, Pre-Engineering, Biotechnology and Life Sciences), and 6) Hospitality and Tourism.

10. Support to improve or develop new vocational and technical education courses

Technology Education in Oklahoma has evolved into a two-tier system to transition students in grades six through ten into the next level of career development.

The first tier, grades six through eight, was designed to explore multiple career options.

Tech Connect, the second tier, has focused on specific Career Clusters pathways for the ninth and tenth grades. The pathway expanded on the general knowledge of career areas and required increased technical skills with a general enhancement of knowledge in at least three career pathway content areas with a focus on integration of rigorous academics, all aspects of the industry, employability, and technical competence. Ten TechConnect pilot sites were implemented in the first stage of this evolving process and an additional 131 sites were implemented in FY2004. The inclusion of TechConnect programs into the Technology Education format expanded the scope of Technology Education and created a stronger connection between the comprehensive school and technology center programs. Over 60 TechConnect course offerings and a variety of resources were available. The continual development and implementation of other career pathway areas will further strengthen the seamless career transition system.

11. Providing vocational and technical programs for adults and school dropouts to complete their secondary school education

The *CareerTech* Skills Centers administered seven dropout recovery programs across Oklahoma. These programs served 436 females and 543 males for a total of 979 students. Of these students, 836 enrolled to pursue a high school diploma and 168 enrolled to work toward a GED. The majority of these students also enrolled in an occupational training program. Performance data indicated that of the program completers, 296 earned a high school diploma, 78 earned a GED, 395 obtained employment, 25 entered the military, and 24 enrolled in postsecondary education. Prior to entering their junior year of high school, 359 of these students had dropped out of school.

12. Providing assistance to students in finding an appropriate job and continuing their education.

The ODCTE partnered with the Oklahoma Employment Security Commission (OESC) to provide customized services to students of career and technology education. Students, who have completed *CareerTech* training, can now be identified as *CareerTech* graduates and can access services from the Oklahoma Job Link Web site. The OESC, in partnership with ODCTE, built this Web site link for *CareerTech* students. Students can identify the completed training program and a *CareerTech* logo appears on the resume to alert employers of the acquired skills. Training sessions regarding this job link feature were available for student services staff and instructors.

The Oklahoma Career Information System (OKCIS) provided an e-portfolio opportunity that a student can access to prepare a resume. OKCIS includes job employability skills and "keep the job" soft skills modules. Links to the state and federal job banks are provided for immediate access about available jobs.

Job placement and employability activities continue to be reviewed by ODCTE through the technology center accreditation process.

C. Core Indicator Related Activity

Core Indicator #1 – Academic and Technical Skills Attainment

Activity: Assessment

Outcome: More than half the technology centers are collaborating with partner/sending schools to utilize EPAS results and individualized plans of study that incorporate postsecondary options for advanced technical training or college. In addition, technology centers are utilizing the assessment instruments available through the Oklahoma Career Information System (OKCIS) for high impact, low cost exploration of career possibilities and skills needed to attain success.

<p>Activity: Career Guidance and Counseling Career Planning</p> <p>Outcome: ODCTE partnered with the Oklahoma State Regents for Higher Education to present a series of seven regional workshops to move than 350 counselors/educators across the state. The Regents focused on using the EPAS assessments (PLAN and EXPLORE) to improve academic achievement. ODCTE focused on using the EPAS assessments in improving career development by analyzing the career data and using it for the initial planning with the students. A partnership was formed with the State Department of Education to co-sponsor, develop the agenda, and provide session speakers for the second “Counselors Only” conference for middle to high school level counselors. Sessions focused on academic and career advising with more than 275 counselors in attendance.</p>
<p>Activity: Education Enhancement Centers and Instruction for Credit</p> <p>Outcome: More technology centers have extended their academic instruction to provide for-credit options in specific math and science credits under the umbrella of secondary school law.</p>
<p>Activity: Occupational Competency Skill Standards and Assessments</p> <p>Outcome: The Testing Division aligned <i>CareerTech</i> curriculum/testing with current national and/or state industry standards. Through this alignment, the Oklahoma <i>CareerTech</i> system of competency-based education was strengthened. Occupational skill standards were available for program areas and occupations. These standards served as a guide for instruction and assessment as students prepared to enter the workforce. The Testing Division offered skill standards for 75 programs, addressing nearly 300 occupations. Over half of these skill standards were aligned to an industry standard or endorsed by an industry group.</p>

Core Indicator #2 – Completion

<p>Activity: Career Guidance and Counseling</p> <p>Outcome: A “Teachers as Advisors” rubric was developed to assist comprehensive schools in implementing or strengthening this program. The rubric was used to benchmark existing services and to identify areas of strength and opportunities for improvement. The rubric was disseminated through workshops, presentations, Web site, and e-mails and has been presented regionally and nationally.</p>
<p>Activity: Assessment</p> <p>Outcome: Occupational assessments were available as a measurement of student occupational readiness – approximately 120 assessments were available for traditional <i>CareerTech</i> programs. High-stakes assessments were administered for 12 areas through the Oklahoma State Department of Health and the Board of Nursing. Further, six special assessment projects were administered. The Testing Division administered and analyzed over 42,500 traditional occupational assessments. They administered over 13,500 high stakes or special project assessments. Occupational assessments (either state-developed or an approved industry alternative test) were available for 88 percent of all programs and over 98 percent of all tests were administered through the agency’s on-line testing system.</p>
<p>Activity: Key Educational Practices</p> <p>Outcome: Data from Oklahoma’s <i>HSTW</i> indicated that a guidance and counseling system assisted students to complete a challenging program of study. In the 2004 <i>HSTW</i> Assessment, students were asked to report on activities related to guidance received from counselors, instructors, and parents. The following seven items were examined to produce a composite index:</p> <ol style="list-style-type: none"> 1) An instructor or counselors helped them review the program of study at least once a year; 2) Students received the most help with the program of study by the end of the ninth grade; 3) Students talked to parents/guardians before and during high school about planning a four-year high school course plan at least once a year; 4) An instructor or counselor talked to them individually about their plans for a career or further education after high school; 5) Students spoke with someone in a career to which they aspire; 6) Someone from a college talked to them about going to college; and 7) Students and parents received information or assistance from someone at school about selecting or applying to college.

Continued on next page

All Assessed Students in Oklahoma (N = 1892)					
Emphasis on Providing Timely Guidance to Students		Average Reading Score (279)	Average Mathematics Score (297)	Average Science Score (299)	
Intensive	(6-7 of the indicators)	32%	283	306	303
Moderate	(3-5 of the above indicators)	53%	278	301	297
Little	(0-2 of the above indicators)	13%	270	291	289
Incomplete Data -	Students did not respond to one or more of the components of the index.	2%	–	–	–

Students participating in the assessment completed a concentration in one or more of the following areas:

- 65% - four credits in a planned sequence of career/technical courses
- 15% - mathematics/science concentration – four or more credits each in college-prep mathematics or science and at least one advanced placement course in either mathematics or science.
- 62% - humanities concentration – four or more credits each in college-prep/honors English and social studies with at least one credit at the AP level and four or more credits drawn from foreign language, fine arts, journalism, and debate or from advanced-level courses in literature, history, economics, psychology, or another humanities area.

The Oklahoma Office of Accountability survey reports that 55 percent of the schools indicated the instructors were the advisors to help students develop their plan of study. Guidance programs for *HSTW* focused on key educational practices that accelerate student achievement in reading, mathematics, and science.

Activity: Basic Skills Instruction/Education Enhancement

Outcome: Oklahoma technology centers provide instruction in basic reading, math, and written communication skills within the context of the technological or occupational programs in which students are enrolled. They also address more advanced competencies as required for success in the students’ occupational areas. In addition, they utilize community literacy and ELL resources, occupationally specific manipulative tools, and career related written materials. Most Oklahoma Technology Centers offer GED preparation or provide the facility for this instruction to be presented.

Activity: Financial Aid Administration

Outcome: Adult students at Oklahoma technology centers were eligible for state and federal student financial aid. The financial aid programs available were Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Oklahoma Tuition Assistance Grants (OTAG), and federal work-study awards. Students could participate in a variety of campus-based financial aid opportunities. The financial aid coordinator assisted the students in the selection and application for financial aid.

Activity: Staff Development for Instructors, Administrators, Counselors

Outcome: *CareerTech* instructors from across the state receive content and instructional information from all occupational and administrative divisions of the agency. During the annual summer conference, instructors, counselors, teacher educators, administrators, support staff, and state staff members received three days of general and specific *CareerTech* in-service. This conference focused on updating subject matter and distributing new and emerging technology.

The Instructional Services Division supported the implementation of an administrative training event to establish a professional development system that results in student improvement. The team members include administrators, local professional development chairpersons, and selected school team members. The training emphasized the establishment of school and individual goals using “data-driven decision making” techniques.

Numerous opportunities exist for counselors to take part in professional development. The Student Services Endorsement program provided a support system for learning a body of philosophy, knowledge, and skills unique to the Oklahoma Career and Technology Education System. Fourteen technology centers participated. The program promoted strong ethical, professional student services in the Oklahoma technology centers. A mid-year conference has been offered for assessment and integrated-academic personnel that involved hands-on training with discussions. Quarterly meetings were offered to this group via video-conferencing.

Continued on next page

Twenty schools were selected to participate in a Middle Grades Awareness Initiative held in October and January. Teams of middle-school counselors and administrators were presented strategies for career development in middle grades and analyzed practical examples of implementation of the strategies.

Through efforts led by the State Superintendent of Education, Associate Director of Career and Support Services, technology center superintendents, and counselors, the second Counselors Conference was offered with the focus on career advisement. Also in partnership with the SDE, training for classroom paraprofessionals has been developed and the technology centers will be the delivery system.

Core Indicator #3 – Placement and Retention

Activity: Guidance and Training

Outcome: The Oklahoma Career Information System (OKCIS) has been one of the most widely used career information software tools. Over 540 sites purchased the system including schools, universities, technology centers, one-stops, workforce offices, etc. District training and on-line training tutorials were offered throughout the state. OKCIS has provided a myriad of career guidance strategies and career information, including development of an e-portfolio, resume, and connections to job banks.

Activity: Job Placement Assistance

Outcome: The OK Job Link has become the significant Oklahoma job bank. Oklahoma Job Link is a well-established state job bank and will be used as the *CareerTech* system's job bank. Seven regional trainings have been offered with over 100 people trained. The OK Job Link contains a special *CareerTech* function for the perspective employers that identify the *CareerTech* students.

Activity: Cooperative Alliance Agreements

Outcome: The process for implementing cooperative alliance agreements has been established with the first three technology center/community college partnerships approved by their statewide policy bodies in April 2005. The new process requires eleventh-grade students to meet certain college admission requirements using the ACT PLAN test or ACT scores for admission. The students will be dually enrolled at the high school, technology center, and community college. They will receive a college transcript each semester in addition to the high school transcript. The college hours are transferable per the policies of the receiving institution. The Alliance agreements also require collaborative student services, transition services, financial aid support, and advisement to improve degree completion rates.

Core Indicator #4 – Nontraditional

Activity: Strategies for Achievement

Outcome: ODCTE funded full-time staff for the promotion of nontraditional and equity issues as related to student recruitment, guidance, counseling, and staff in-service training. An e-mentoring program for female students in the Career Clusters of information technology, scientific research/engineering has expanded from the initial two technology centers to seven technology centers. Staff development was provided for field coordinators responsible for nontraditional and equity programs and issues at the annual summer conference and professional development meetings.

GirlTech, is an e-mentoring pilot program that began in FY2001 and expanded to seven technology centers serving a maximum of 25 mentees and mentors at each of the seven total locations in FY2005.

Program Mission: Equip female students (grades seven through adult) with skills to pursue careers in Information Technology (IT), Scientific Research/Engineering, and other careers in nontraditional occupations.

Continued on next page

Program Description: Students participate in a variety of activities designed to provide awareness of the IT and Scientific Research/Engineering Clusters or other careers in nontraditional occupations, motivate mentees to further explore IT and Scientific Research/Engineering careers, and develop skills to pursue career opportunities within the IT and Scientific/Engineering Clusters. The program is a partnership between K-12 schools, technology centers, colleges/universities, and the business and industry community. The student mentee activities include: job shadowing, mentoring, on-line job shadowing, career exploration, personal development workshops for students and mentors in career development, assertiveness skills, communications skills, time management, course advisement, dress for the workplace, workplace etiquette, and specialized learning laboratory opportunities at technology centers and universities. GirlTech participants are provided free of charge the Oklahoma Career Information System (OKCIS) to provide them avenues for career exploration, planning, job search, and employability skills.

Business and Industry Responsibilities: Business/industry provided mentors for GirlTech mentees. The mentor corresponded with mentee by e-mails at least once monthly as an on-line mentor, provided guidance and advisement to mentee in career area, participated in two or three workshops with mentee, provided one or two opportunities for mentee to job shadow, reported on mentorship as requested by site coordinator, and evaluated mentorship experience for self and mentee. Additionally, some mentors had face-to-face meetings with her mentee during the year. Each mentor coordinated activities with the GirlTech site coordinator.

Results: The mentees completed pre- and post-assessments. The surveys showed mentees felt they had gained skills in these areas: 1) teamwork skills, 2) knowledge of the workplace, 3) knowledge of careers, and 4) communication skills.

Budget – The Financial Status Report is located in Appendix A

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)

- A. Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

Secondary	Postsecondary
Local Eligible Agencies – 430 *Technology Centers– 29	*Technology Centers – 29 Collegiate – 20
Secondary Distribution (some recipients participate in more than one arrangement) Consortia – 44 Consortia participants – 163 *Technology Center Coops – 23 Coop participants – 169 Using funds alone – 118	Postsecondary Distribution (some recipients participate in more than one arrangement) Consortia – 13 Consortia participants – 45 Using funds alone – 4
*Area vocational and technical education agencies are named Technology Centers in Oklahoma.	

Attach the latest version of the local application used to fund eligible recipients.

Web site for FY2005 Local application – www.okcareertech.org/fla/historical.htm

IV Accountability

- A. Performance Results and Program Improvement Strategies

FY2005 Oklahoma Performance Results

Core Indicator	Performance Measure	Negotiated Performance Level	Tech Prep Performance Level	State Performance Level
Secondary Students				
1S1-Academic Attainment	High School Graduation	94.67	93.69	94.26
1S2-Technical Skills	Program Completers	66.69	83.30	62.72
2S1-Completion	High School Graduation	94.67	93.69	94.26
2S2	Oklahoma does not issue a proficiency credential with the secondary diploma			
3S1-Placement	Secondary Students Placed	90.00	94.61	95.46
4S1-NT Participation	NT male + NT female sec enrollees	28.55	10.44	34.44
4S2-NT Completion	NT male + NT female sec completers	26.16	9.94	29.38
Adult Students				
1A1-Academic Attainment	Adult program completers	79.69	89.09	83.27
1A2-Technical Skills	Adult program completers	79.69	89.09	83.27
2A1-Completion	Adult program completers	79.69	89.09	83.27
3A1-Placement	Adult students placed	90.00	91.67	91.41
3A2-Retention	Adult students retained	82.40	85.00	76.82
4A1-NT Participation	NT male + NT female adult enrollees	15.54	11.34	12.15
4A2-NT Completion	NT male + NT female adult completers	14.25	11.43	11.48
Postsecondary Students				
1P1-Academic Attainment	AAS degrees awarded	24.82	N/P	27.00
1P2-Technical Skills	AAS degrees awarded	24.82	N/P	27.00
2P1-Completion	AAS degrees awarded	24.82	N/P	27.00
3P1-Placement	AAS grads employed in Oklahoma	81.97	N/P	89.89
3P2-Retention	Graduates employed/retained in higher ed	87.43	N/P	91.43
4P1-NT Participation	NT AAS students	17.07	N/P	17.58
4P2-NT Completion	NT AAS completers	12.75	N/P	14.74

FY 2005 Oklahoma Program Improvement Strategies

Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results. For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Secondary Indicators		
Core Indicator	FAUPL	Improvement Strategies
1S1 Academic Attainment	94.67	Increased emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support contributed to the success of the <i>CareerTech</i> student.
Actual Level of Performance	94.26	
1S2 Technical Attainment	66.69	The selection of codes for data input seems to be inconsistent, which has affected the data results for this indicator. Technical assistance and in-service will continue to clarify data codes for this indicator.
Actual Level of Performance	62.72	
2S1 Completion	94.67	Increased emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support contributed to the success of the <i>CareerTech</i> student.
Actual Level of Performance	94.26	
3S1 Placement	90.00	The results for this indicator continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system.
Actual Level of Performance	95.45	
4S1 NT Participation	28.55	These results continue to be positive because of the increased awareness of nontraditional opportunities within the Career Clusters.
Actual Level of Performance	34.44	
4S2 NT Completion	26.16	
Actual Level of Performance	29.38	
Adult Indicators		
Core Indicator	FAUPL	Improvement Strategies
1A1 Academic Attainment	79.19	Increased emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support contributed to the success of adult students. Counselors have been provided training regarding enhanced strategies that can guide student enrollment in the appropriate sequence of <i>CareerTech</i> and academic courses of the selected pathway.
1A2 Technical Attainment		
2A1 Completion		
Actual Level of Performance	83.27	
3A1 Placement	90.00	These results continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system.
Actual Level of Performance	91.41	
3A2 Retention	81.90	The career guidance strategies are being reviewed to place a stronger emphasis on workplace skills and job retention skills.
Actual Level of Performance	76.82	
4A1 NT Participation	15.54	The pathway for Career Clusters has been further delineated for a smoother transition into nontraditional occupations.
Actual Level of Performance	12.15	
4A2 NT Completion	14.25	
Actual Level of Performance	11.48	
Postsecondary Indicators		
Core Indicator	FAUPL	Improvement Strategies
1P1 Academic Attainment	24.82	The State Regents' Brain Gain initiative, which emphasizes degree completion, has led to increased success in this core indicator.
1P2 Technical Attainment		
2P1 Completion		
Actual Level of Performance	27.00	
3P1 Placement	81.97	Business and industry advisory groups for Associate in Applied Science programs improve program relevance, which contributes to job placement and success in the workplace.
Actual Level of Performance	89.89	
3P2 Retention	87.43	
Actual Level of Performance	91.43	
4P1 NT Participation	16.57	Improved data processes/data collection is considered to be responsible for the improved results.
Grand Total	17.58	
4P2 NT Completion	12.50	
Grand Total	14.74	

B. Performance Results for Special Populations and Program Improvement Strategies

Analyze the state's overall performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results. For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Secondary Indicators – Special Populations		
Core Indicator	FAUPL	Improvement Strategies
1S1 Academic Attainment	94.67	Continue to emphasize extra support in the areas of guidance and academic enrichment for students with special needs.
Individuals with Disabilities	93.77	
Economically Disadvantaged*	92.27	
Single Parents	88.15	
Displaced Homemakers	66.67	
Limited English Proficient	86.88	
Nontraditional Enrollees	94.57	
1S2 Technical Skills	66.69	The selection of codes for data input continues to be inconsistent, which has affected the data results for this indicator. Technical assistance and in-service will continue to be offered to clarify data codes for this indicator.
Individuals with Disabilities	60.58	
Economically Disadvantaged*	55.11	
Single Parents	45.05	
Displaced Homemakers	60.00	
Limited English Proficient	53.81	
Nontraditional Enrollees	60.20	
2S1 Completion	94.67	Continue to emphasize extra support in the areas of guidance and academic enrichment for students with special needs.
Individuals with Disabilities	93.77	
Economically Disadvantaged*	92.27	
Single Parents	88.15	
Displaced Homemakers	66.67	
Limited English Proficient	86.88	
Nontraditional Enrollees	94.57	
3S1 Placement	90.00	The results for this indicator continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system.
Individuals with Disabilities	92.17	
Economically Disadvantaged*	93.31	
Single Parents	92.31	
Displaced Homemakers	50.00	
Limited English Proficient	91.21	
Nontraditional Enrollees	95.61	
4S1 NT Participation	28.55	The inclusion of the special populations continues to be a priority for the Oklahoma <i>CareerTech</i> .
Individuals with Disabilities	30.10	
Economically Disadvantaged*	35.49	
Single Parents	28.05	
Displaced Homemakers	00	
Limited English Proficient	36.88	
Nontraditional Enrollees	34.44	
4S2 NT Completion	26.16	
Individuals with Disabilities	23.89	
Economically Disadvantaged*	27.95	
Single Parents	30.16	
Displaced Homemakers	00	
Limited English Proficient	34.82	
Nontraditional Enrollees	29.38	
*Economically Disadvantaged – Many times the source for this information is the free and reduced lunch counts. Because of privacy restrictions from the Department of Agriculture, the secondary economically disadvantaged data is difficult to obtain.		

Adult Indicators – Special Populations		
Core Indicator	FAUPL	Improvement Strategies
1A1 Academic Attainment		Continue to emphasize inclusion with guidance and academic enrichment for students with special needs.
1A2 Technical Attainment	79.69	
2A1 Completion		
Individuals with Disabilities	89.09	
Economically Disadvantaged	83.54	
Single Parents	79.68	
Displaced Homemakers	76.61	
Limited English Proficient	82.17	
Nontraditional Enrollees	84.34	
3A1 Placement	90.00	
Individuals with Disabilities	84.19	
Economically Disadvantaged	89.28	
Single Parents	86.11	
Displaced Homemakers	81.74	
Limited English Proficient	90.11	
Nontraditional Enrollees	93.85	
3A2 Retention	81.90	The career guidance strategies are being reviewed to place a stronger emphasis on workplace skills and job retention skills.
Individuals with Disabilities	69.05	
Economically Disadvantaged	79.56	
Single Parents	81.55	
Displaced Homemakers	77.94	
Limited English Proficient	80.17	
Nontraditional Enrollees	74.68	
4A1 NT Participation	15.54	Continue to work with students who have limited English proficiency to overcome the cultural barriers for the nontraditional occupations. The inclusion of the special populations continues to be a priority for Oklahoma <i>CareerTech</i> .
Individuals with Disabilities	17.79	
Economically Disadvantaged	13.87	
Single Parents	19.38	
Displaced Homemakers	26.40	
Limited English Proficient	9.63	
Nontraditional Enrollees	12.15	
4A2 NT Completion	14.25	
Individuals with Disabilities	15.14	
Economically Disadvantaged	12.47	
Single Parents	17.92	
Displaced Homemakers	21.36	
Limited English Proficient	10.75	
Nontraditional Enrollees	11.48	
Postsecondary Indicators	N/P	Oklahoma higher education institutions do not collect this information. Efforts are underway to identify cohorts for the special populations.

C. Definition of Vocational Concentrator and Tech Prep Students

Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous year.

Vocational Concentrator

A student enrolled in an ODCTE approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education and/or advanced training.

Tech Prep Student*

- (1) The student has chosen a Career Cluster from those that have been identified, developed, and implemented by the Tech Prep consortium.
- (2) The individual student plan of study has been developed with the assistance of a counselor, advisor, or another person familiar with the Tech Prep mission. The parent or guardian must be given the opportunity to participate in the plan development. The individual plan of study must consist of a non-duplicated sequence of courses linking secondary education to postsecondary education and may include a work site experience component including a youth or registered apprenticeship.
- (3) The Career Cluster chosen by the student requires technical preparation.
- (4) The plan of study for the Career Cluster chosen by the student results in a postsecondary outcome such as licensure, certification, or an associate/baccalaureate degree.

*A new state definition of a Tech Prep student was developed in FY2000 based on federal criteria. The new definition specifically addresses a planned sequence of study in a technical program resulting in a postsecondary outcome that will adequately prepare Tech Prep students for the workforce. Oklahoma Tech Prep consortia are currently implementing programmatic changes to meet the definition requirements. As a result Tech Prep consortia reported a decrease in the number of actual Tech Prep students in FY2002.

D. Measurement Approaches

For each of the sub-indicators of performance, provide your measurement approach and definitions for the number and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year.

Subindicator	Measurement Approach	Measurement definition
1S1	High School Graduation	<u>Number of 12th grade ct graduates</u> Number of 12 th grade ct enrollees
1S2	Program Completion	Number of secondary occupational program enrollees who have <u>completed an occupational program in the reporting year</u> Number of secondary occupational program enrollees in the reporting year (minus retention)
2S1	High School Graduation	<u>Number of 12th grade ct graduates</u> Number of 12 th grade ct enrollees
3S1	State/Local Administrative Data	<u>Number of secondary students placed</u> Number of secondary student completers
4S1	State/Local Administrative Data	<u>Number of NT male plus NT female secondary enrollees</u> Number of total secondary enrollees in NT programs
4S2	State/Local Administrative Data	<u>Number of NT male plus NT female secondary completers</u> Number of total secondary completers in NT programs
1A1/1A2	Program Completion	<u>Number of adult program completers</u> Number of adult enrollees minus retention
2A1	Program Completion	<u>Number of adult program completers</u> Number of adult enrollees minus retention
3A1	State/Local Administrative Data	<u>Number of adult students placed</u> Number of adult completers
3A2	State/Local Administrative Data	<u>Number of adult students retained in placement</u> Number of adult students placed
4A1	State/Local Administrative Data	<u>Number of NT male and NT female adult enrollees</u> Number of total adult enrollees in NT programs
4A2	State/Local Administrative Data	<u>Number of NT male and NT female adult completers</u> Number of total adult completers in NT programs
1P1/1P2	Program Completion	<u>Number of AAS degrees awarded</u> Number of enrollees in cohort of freshmen during the six-year period
2P1	Program Completion	<u>Number of AAS degrees awarded</u> Number of enrollees in cohort of freshmen during the six-year period
3P1	State/Local Administrative Data	<u>Number of AAS graduates employed in Oklahoma</u> Number of AAS graduates
3P2	State/Local Administrative Data	<u>Number of graduates employed or retained in higher education</u> Number of total AAS graduates for
4P1	State/Local Administrative Data	<u>Number of NT AAS Students</u> Number of total students in NT programs
4P2	State/Local Administrative Data	<u>Number of NT AAS graduates</u> Number of total graduates in NT programs

E. Improvement Strategies for Perkins Accountability Data

Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of Oklahoma's Perkins accountability data.

The Information Management Division is a member of the ODCTE audit team, which reviews 20% of the technology centers each year. During the audit the completion/follow-up reports for the district are reviewed. Annual workshops are offered to assist with the corrective actions for improvement of the data quality. As a result of comments during the annual workshops, an Internet process has been implemented to enable the review of data to promote quality.

Previously, the State Regents' data available for postsecondary nontraditional students did not include academic programs, which had become inactive when this report was generated. Students who enrolled in these deleted programs have not been included in previous CAR data. With the recent upgrade of relational database software, the data from all programs can now be reported for the postsecondary nontraditional core indicators.

V. Monitoring Follow-Up

If your state received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your state was required to take, as well as any suggested improvement strategies that the state elected to complete.

Oklahoma did not receive a monitoring visit during FY2005.

VI. Workforce Investment ACT (WIA) Incentive Grant Award Results

If your state received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your state did not use a portion of the funds for Perkins-related activities, please indicate.

Oklahoma received a WIA Incentive Grant Award and has used the *CareerTech* portion to pilot the ACT: WorkKeys with high school and adult students. The purpose of this test is to determine the efficacy of the results and if employers would accept the results as reliable predictor of work success. Oklahoma is examining the ACT: WorkKeys for assessment of academic attainment and work readiness. The grant has permitted the creation of a work readiness credential that is being piloted. The pilot will be completed in April 2006. A career management system has been developed that will provide access to career information, job applications, and college applications. The career management system is scheduled for implementation in May 2006.

Oklahoma Program Improvement Plan

Progress Report

After notification that special populations data for postsecondary students would be required, an action plan was developed and submitted to OVAE. The action plan was approved in a September 19, 2005, correspondence.

All actions that were scheduled for completion by November 10, 2005, have been accomplished. Presidents and institutional staff were advised of the need to identify special population students and were provided with a survey instrument, reporting instructions, and background information. Initial collaboration with a few key institutions provided valuable feedback for the process. Additionally, presentations to several state higher education organizations with institutional membership (Oklahoma Association of Higher Education and Disabilities and the OSRHE Council on Student Affairs) expanded awareness and understanding of the data collection process. Follow-up with institutional staff has indicated that the data collection efforts at participating institutions are proceeding as planned.

One revision to the August 2005 action plan was required. Because of institutional feedback that the process of creating the data files would be labor-intensive for some campuses, the submission deadline was rescheduled for February 1, 2006, rather than the original fall 2005 date. This will not impact Oklahoma's ability to report accurate and timely data in the CAR for program year seven.

APPENDIX A

**Financial Status Report for State Basic Grant
and Tech Prep Grant Programs**

**Financial Status Report for State Administered
Vocational Education Programs**

The Financial Status Reports with original signatures have been forwarded to
Andrew Johnson, Monitoring Liaison for Oklahoma

APPENDIX B

Vocational-Technical Education Enrollment Reports
State of Oklahoma
Program Year 2004-2005

APPENDIX C

Vocational-Technical Education Accountability Reports
State of Oklahoma
Program Year 2004-2005