U. S. Department of Education
Office of Vocational and Adult Education

FY2009 – FY2013
STATE PLAN

For the Expenditure of Funds Received Under
The Carl D. Perkins
Career and Technical Education
Act of 2006

Oklahoma State Board of Career and Technology Education
March 27, 2008

Preface

The Oklahoma Department of Career and Technology Education is pleased to submit to the United States Department of Education, Office of Vocational and Adult Education, the Oklahoma FY2009 - FY2013 State Plan for expenditures of funds received under The Carl D. Perkins Career and Technical Education Act of 2006.

The plan is organized as outlined in the State Plan Guide. Each assurance and description requirement is listed (in bold type) in the order in which they occur in the Guide. The responses immediately follow the requirements.

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

Robin Schott, Manager, Innovative Initiatives and Services
Janet Cooper, Federal Legislation Assistance

Oklahoma is implementing activities that result in more integrated and comprehensive offerings to accomplish the mission of the Oklahoma Career and Technology Education system – *We prepare Oklahomans to succeed in the workplace, in education and in life.* The Perkins accountability system strengthens our efforts to achieve this purpose.

Part A: State Plan Narrative

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

The Oklahoma Department of Career and Technology Education is the designated Perkins eligible agency for the State. The Oklahoma State Board of Career and Technology Education is the entity that officially approved the FY2009 – FY2013 State Plan.

A. Statutory Requirements

1. Public hearings were conducted to afford all segments of the public and interested organizations and parties an opportunity to present their views and make recommendations regarding the Oklahoma State Plan.

   In addition to posting the required announcements in public newspapers, the Oklahoma Department of Career and Technology Education (ODCTE) also e-mailed a request for comments to eligible recipients and posted an opportunity for comment by e-mail on the ODCTE Federal Legislation Web site. The opportunity for comment was open from November 16 through December 20, 2007. The public hearing notices, agenda for the meetings, and Web site notice are in Appendix A.

   An opportunity for business and industry comment was facilitated during the December 7, 2007, Governor's Council for Workforce and Economic Development meeting. The Governor's Council represents business and industry including small business, labor organizations, and critical state agencies such as Department of Human Services, Oklahoma State Regents for Higher Education, State Department of Education, Department of Commerce, Employment Security Commission and Department of Rehabilitative Services. The list of Governor's Council members attending, the agenda, and minutes of the meeting are in Appendix B.

2. The comments received from education and training consultants, business and industry consultants, the scheduled public hearings, and from electronic comment forms on the state plan Web site were summarized as recommendations and were considered in the development of the State Plan. The recommendations are posted with the agency's responses on the Web site at www.okcareertech.org/fla/stplan.index and in Appendix C.

3. The ODCTE convened an Education and Training Consultants Committee on December 3, 2007, for consultation to develop the State Plan. Attendees represented academic and career technical teachers, faculty and administrators, career guidance and academic counselors, eligible recipients, institutions of higher education, State Tech Prep Coordinator and representatives of tech prep consortia, and interested parents. The Governor's Council for Workforce and Economic Development served

as the Governor's Office representative to review and provide recommendations for the plan. See Appendix D.

4. The meeting for the Education and Training Consultants Committee regarding Oklahoma's State Plan initiatives provided an opportunity for discussion and input. The committee represented eligible recipient educators and administrators from rural and urban LEAs, technology centers, and postsecondary collegiate institutions as well as staff from the ODCTE and the Oklahoma State Regents for Higher Education. Breakout groups discussed the implications for each of the initiatives and provided recommendations for further discussion, definition, and implementation. The agenda, supporting documents including methods and opportunities for providing additional input, and a list of consultants attending are in Appendix E.

5. A series of discussions were held with the Oklahoma State Regents for Higher Education related to the State Plan. The State Regents staff assisted in the preparation of the State Plan and the local application. Discussions were held regarding the amount and uses of funds related to adult career and technical education, postsecondary career and technical education, and Tech Prep education. Representatives from the postsecondary community were included in the Education and Training Consultants Committee and also participate on the Governor's Council for Workforce and Economic Development.

   The State Superintendent for Public Instruction is, by virtue of the position, the chair of the State Board of Career and Technology Education. In that role, the State Superintendent reviews the State Plan and provides direction to the State Board on issues related to the development and eventual approval of the State Plan. The State Superintendent also sits on the Governor's Council for Workforce and Economic Development and is offered an additional opportunity for input into the plan.

6. The State Board of Career and Technology Education agenda and minutes approving the State Plan can be found in Appendix F.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You may prepare and submit a Five-Year Plan for the operation of programs under the Act. [Sec. 122(a)(1)]

States that submit a five--year plan must address:-2a(i - iv), b, c, d, e, f(i - iii), g, h, i (i - iii), j, k, l; 3a, b, c, d, e, f; 4a, b; 5; 6; 7a(i - ii), b,c; 8; 9; 10; 11.

2. You must describe the career and technical education activities to be assisted under Perkins that are designed to meet or exceed the state adjusted levels of performance, including a description of—

(a) The career and technical education programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

- ***i. Incorporate secondary education and postsecondary education elements;***
- ***ii. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education;***
- ***iii. May include the opportunity for secondary students participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways***
- ***iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.***

The Oklahoma Department of Career and Technology Education (ODCTE) will utilize the national Career Clusters framework of clusters and pathways to organize secondary and postsecondary career and technology education course content. All career and technology education content will be organized into courses that correlate with the clusters knowledge and skills at the foundation, pathway, or specialty area level. A specific non-duplicative sequence of courses will be implemented before June 2008. This non-duplicative sequence of courses will be known in Oklahoma as a career major. The career major will be Oklahoma's program of study for secondary and/or postsecondary students. New career majors may be added annually. All courses and state approved career majors will be placed on the state Career Clusters Web site, www.okcareertech.org/okcareerclusters.

Each eligible recipient will be required to offer at least one cluster, pathway, and career major to secondary and/or postsecondary students in each career and technology education (CTE) area offered for secondary and postsecondary student enrollment.

i. Each cluster, pathway, and career major being offered by an eligible recipient must identify a clear option to pursue postsecondary education to be eligible for Perkins funds. Each appropriate course will be aligned with postsecondary career and technical content and industry knowledge and skills and reviewed for possible postsecondary dual credit through an Alliance between a technology center and higher education institution. Secondary CTE courses that are part of approved cooperative agreement degree programs will be reviewed for transferability among higher education institutions. Beginning with the ninth grade class of 2006-07, all courses required for high school graduation in core academic credit categories must be eligible for college admission by state law implemented May 2005. This latter process is different from the Alliance review process but equally rigorous. Secondary CTE courses will be reviewed for possible college admission recognition, subject to approval by the Oklahoma State Regents for Higher Education (OSRHE). Each cluster and pathway will be required to have a state-approved program of study or career

major. Each student enrolled in a CTE career major will be required to have a plan of study developed and updated annually.

ii. In the new alignment and development process, all secondary and postsecondary CTE courses will be reviewed for inherent academic content. The academic content will be identified using the national Career Clusters knowledge and skills. The academic knowledge and skills will be cross-walked with state and national academic standards and identified for emphasis within the curriculum by CTE instructors to be congruent with NCLB requirements. In addition, higher education faculty review course content for college credit as part of the cooperative agreement degree program approval for courses offered in a technology center. All CTE secondary students reaching concentrator status and entering college will be followed with administrative records matching to determine the rate of college remediation, persistence, degree completion, and degree cluster area. All postsecondary CTE students reaching concentrator status in a technology center and entering college will be followed with administrative records matching to determine the rate of college remediation, persistence, degree completion, and degree cluster area. The Alliance includes a college course equivalency project, which involves a review of courses for specific content that informs both the institution and student of how this credit applies to college degree programs throughout the state. The process also includes a collective review of course rigor.

iii. Alliances are formed between higher education partners with associate in applied science (AAS) degree programs and a technology center. These agreements are approved at the state level. The Alliance includes approved cooperative degree programs; the courses within these programs that are taught at the technology center are available for college credit by the partner higher education institutions based on faculty review. High school and adult students who are enrolled in the career and technology education course at the technology center may enroll for college credit if the students are admissible. Adults must meet regular college admission requirements to qualify to enroll for college credit. In order for high school students to enroll for college credit, they must meet the following admission requirements. The requirements are based upon a study of student success conducted by the Oklahoma State Regents for Higher Education's institutional research:

- 15 on the ACT PLAN test administered at the tenth-grade level, or
- 19 on the ACT, or
- 2.5 overall grade point average

The preferred requirement is the PLAN, which is an ACT assessment administered in the tenth grade, but home-schooled students do not take the PLAN test. They also do not meet the 2.5 GPA requirement since they do not have a transcript. Additionally, not all public high schools participate in PLAN testing, paid for by the OSRHE, because it is a voluntary program of the school district. However, the testing program currently reaches about 98 percent of all tenth-grade students.

The enrollment is a true dual credit enrollment. The cost for Alliance approved college credit courses is $8.00 per credit hour for high school students. The charge is an academic service fee charged to assist the college in providing academic advisement,

enrollment services, and maintaining a transcript of credit. No tuition or other institutional fees are charged for Alliance approved career and technology education courses for high school students. Adult students attending a technology center and enrolled in an approved college credit course pay the normal technology center tuition plus the $8.00 per credit hour academic service fee.

Another concurrent enrollment opportunity is for qualified high school students to enroll in college courses and have up to 6 credit hours of tuition waived. This is a legislated program that began in FY2006.

iv. Each career major, by definition, must lead to some type of industry-recognized credential, license, or certificate, if available and appropriate at the secondary and postsecondary level, and/or associate in applied science or technical baccalaureate degree. Postsecondary career majors will be required to lead to an apprenticeship, industry-recognized credential, license or certificate, and/or an associate in applied science or technical baccalaureate degree. An example of a career major can be found in Appendix G.

(b) How the eligible agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The Oklahoma Department of Career and Technology Education has formed 15 Career Cluster teams to develop or realign current courses with the national Career Clusters knowledge and skills. The cluster teams are required to have a specified membership of industry representatives and secondary and postsecondary representatives. These cluster teams recommend and approve content that meets industry standards as well as secondary and postsecondary national Career Clusters knowledge and skill requirements for appropriate level courses. The career major approval process will be completed and implemented during FY2008. In order for a local high school or technology center to offer a career major, it must be state-approved. If the local school wishes to implement an approved career major, it must make a request through its ODCTE Regional Administrator for high schools or Field Service Coordinator for technology centers. If the school wishes to seek approval for a new or unique career major, the request will be made to the same entities but will be reviewed using specific criteria by a panel of ODCTE program specialists, administrators, guidance, and other state level staff for approval. The approval will be communicated to the school and they will then proceed with implementation. This process will be critical for Perkins funded activities, though the same process will be used for state-approved and funded CTE programs as well.

The Oklahoma State Regents for Higher Education must approve a new degree or collegiate level certificate program proposed by higher education institutions. The degree major field will serve as the career major in higher education.

The Alliance initiative is based on a voluntary agreement between a technology center and one or more higher education institutions. These agreements are reviewed and approved by the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education. Within each Alliance is a set of cooperative agreement degree programs that are approved by OSRHE. These include a combination of technical courses

taught by the technology center and technical and academic courses taught by the higher education institutions awarding the college credit for all courses. These programs require review by the college faculty.

As they are completed, the state-approved programs of study (career majors) will be posted on www.okcareertech.org/okcareerclusters. In addition, pathway plans of study will be developed and placed on the ODCTE Oklahoma Career Information System (OKCIS) as well as the state Career Clusters Web site for local schools to utilize in implementing their programs of study. In addition, the pathway plans of study will also be available on a state supported career management Web site developed jointly by the Oklahoma Department of Commerce, Oklahoma Department of CareerTech, Oklahoma State Regents for Higher Education and the Oklahoma Employment Security Commission. The Web site is www.growoklahoma.com

(c) How the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary education institutions.

Alliance Agreements are formal documents that are developed between a higher education institution and a technology center. An agreement is developed that is unique for each Alliance, but it must contain the elements prescribed by the Oklahoma State Regents for Higher Education and the State Board of Career and Technology Education:

- Scope of the Alliance
- Curriculum and processes for approval and review
- Student Support
- Quality Control
- Sharing Resources
- Marketing
- Reporting
- Strategic Plan

The Oklahoma Department of Career and Technology Education and Oklahoma State Regents for Higher Education began a new process in April 2004 to form Alliances between higher education institutions offering associate in applied science (AAS) degrees and technology centers. Alliance Agreements have now been approved at 28 of 29 technology centers. The ODCTE anticipates the last technology center will be in an approved Alliance Agreement by the end of 2008. Each technology center must identify and create a signed agreement with a principal higher education partner. Together, they identify certificates and degrees to submit to the state for approval within the Alliance Agreement. Once approved by the State Regents for Higher Education and the State Board of Career and Technology Education, the courses within the approved degree programs for dual enrollment are approved for statewide transfer and credit within certificate or AAS degree programs. The technical course transfer matrix will be used to inform students and institutional staff of CTE courses approved for college credit applicable to AAS degrees. Some higher education institutions have sought and been given approval from the State Regents for Higher Education to offer a technical baccalaureate. This degree enables students who attain an AAS degree to more easily transfer

to a technical baccalaureate program. These degrees have been developed in collaboration with the needs of business and industry to enable employees or potential employees to be prepared for management positions.

In addition, statewide agreements are coordinated through both higher education institutions and technology centers to accept the state-developed competency tests for advanced standing credit or allow college credit for earned state/national licensures into AAS degree programs. Under the Oklahoma State Regents for Higher Education's policy for "Credit for Extrainstitutional Learning," academic content gained in settings outside of the higher education classroom are evaluated for college credit. Through this policy framework, statewide agreements have been developed for students in nursing programs, business programs, and child development programs based on statewide initiatives in each of these areas.

Technology centers and higher education institutions are encouraged to continue to expand the number of cooperative agreements for programs to provide greater access to secondary and postsecondary students to earn college credit at a drastically lower cost than through traditional enrollment.

Each Alliance is required to make an annual report over state-established criteria. The Alliances are also required to create and submit a strategic plan to the state for review and approval with updates submitted annually as needed.

The ODCTE supports a Tech Prep and Alliance Coordinator that provides leadership, technical support, and ongoing communication to Oklahoma Tech Prep Consortia. The Tech Prep Consortia have been pioneers in the development of articulation agreements and the Alliance partnerships, with a focus on increasing and improving secondary and postsecondary articulation agreements.

(d) How the eligible agency will make available information about career and technical programs of study offered by eligible recipients.

The Oklahoma Department of Career and Technology Education (ODCTE) conducted regional Perkins transition workshops during March 2007. The programs of study templates were made available at those meetings to inform eligible recipients of the requirements for programs of study to be adopted or approved and recognized. The ODCTE focused the major annual professional development activity on Career Clusters, pathway, and career major implementation in August 2007 for all career and technology education teachers, administrators, and student services personnel. The state-recognized career majors are posted on the ODCTE Web site at www.okcareertech.org/okcareerclusters. Processes for approval of new career majors will be developed in FY2008 and implemented during FY2009.

The ODCTE held a Career Clusters Institute in October 2007 to assist technology centers in implementing the new course and pathway framework. A similar event will be held for comprehensive high schools.

The ODCTE has created a Professional Development standing committee to plan and implement specific professional development strategies to support the new Career Cluster framework implementation. It will work with the cluster teams and the agency educational divisions to coordinate planned activities to assist teachers, counselors and administrators to implement this new structure and understand the Perkins requirements.

The ODCTE Guidance Division will continue working closely with the Career Clusters Project Management Office and the Professional Development Committee to disseminate information and to conduct professional development with comprehensive school and technology center counselors and student services staff regarding the implementation of the new programs of study. The state Career Clusters Web site is a crucial tool in disseminating this information to teachers, counselors and administrators in middle, high schools, technology centers and colleges.

The State Tech Prep and Alliance Coordinator's office will disseminate information about student opportunities and available programs of study. The staff will also conduct professional development at the annual state conference and establish quarterly meetings to disseminate information and train Tech Prep coordinators regarding implementation of the program of study.

A joint Alliance partnership meeting is hosted by the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education each year. Those required to attend are technology center superintendents, college and university presidents or academic vice presidents, and members of their staffs responsible for Alliance coordination, student services, and marketing. These meetings have been either semi-annual or annual. This venue is also used to inform and to train college and technology center staff on the new programs of study and the relationship to the Alliances. An annual meeting of college faculty and technology center instructors is required to develop courses for transfer matrix approval.

The OSRHE have also developed a Web-based student information portal launched in March 2007 that is used to communicate information regarding the availability of degree programs. Monthly meetings with chief academic, student affairs, and IT staffs include updates on programs. OSRHE also hosts a periodic cooperative agreement workshop focused specifically on the degree programs offered through the Alliances. A portion of the OSRHE Web site is being devoted to information helpful to faculty and staff.

(e) Secondary and postsecondary programs to be carried out, including programs to develop, improve and expand access to appropriate technology in CTE programs.

As each CTE career major is developed and aligned with national Career Clusters knowledge and skills, state and national academic standards and with industry standards, the appropriate technology required for each course or sequence of courses will be identified. Technology and/or equipment appropriate within each Career Cluster, pathway, and career major will be identified for approved funding directly related to innovation and improvement of instruction. Professional development to appropriately use the technology and to integrate the technology

into the instruction of the course or sequence of courses must be identified and approved by the ODCTE.

During the transition year, Oklahoma began to define an internship and mentorship system for Career Clusters, especially for special needs students. That work will continue into year two of the Perkins State Plan. The Oklahoma Department of Career and Technology Education used and expanded the internship model from Automotive Youth Education System (AYES) to aviation, manufacturing, and health care. AYES is a partnership among participating automotive manufacturers, participating dealers, and selected high schools/Tech Prep schools. It is designed to encourage young people to consider satisfying careers in retail automotive service and prepare them for entry-level career positions or advanced studies in automotive technology. Typically, AYES eligible students begin their internships at a dealership on a full-time basis during the summer between their junior and senior years. Under the guidance of a "mentor" (an experienced technician), students will develop both their technical skills and their skills as valuable employees. Upon high school graduation and AYES certification, participating students are prepared to begin full-time entry-level employment, or to advance their technical education. The aviation, manufacturing, and health care cluster areas have been defined by the Oklahoma Department of Commerce as Oklahoma's key industry sectors for high-wage, high-skill, or high-demand careers.

As technology center programs become more closely connected with collegiate level programs through the Alliances, the technology center programs will be reviewed under the Oklahoma State Regents for Higher Education's policy structure. This structure includes on-site reviews of technical AAS degree programs by out-of-state evaluators on a five-year cycle. In addition, the policy calls for two types of advisory components for the AAS programs. First, each AAS degree program must have an advisory committee composed of faculty, staff, employers, and practitioners to assist in the development of curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community. Secondly, there is a statewide Technical Occupational Council with representation from public employment services, employers, employees, postsecondary vocational educators, students and the general public to advise the State Regents in development of standards, operating procedures and policy, and interpretation of educational needs and manpower projections of the state's public postsecondary vocational education system. These activities form the development, improvement, and expansion of access for all technology programs that are in cooperative agreements with higher education degree programs.

The Oklahoma Department of Career and Technology Education has a parallel structure in place for the accreditation of technology centers and their programs. The State Board policy includes on-site reviews of technology center programs by a team of state-level and peer evaluators. The objectives for the review will be adjusted to more accurately reflect the new Career Cluster framework being implemented rather than the former program structure. Each program must have an advisory committee composed of faculty, employers, and practitioners to assist in the development of curriculum content, in keeping the curriculum current, and in maintaining contact with industry. Additionally, there is a statewide CareerTech Advisory Committee with representation from public employment services, employers, postsecondary technical educators, students and the general public to advise the State Regents in development of standards, operating procedures and policy, and interpretation of educational

needs and supply and demand projections of the state's public career and technical education system.

(f) The criteria used in approving applications for funds from eligible recipients, including criteria to assess the extent to which the local plan will—

- ***i. Promote continuous improvement in academic achievement;***
- ***ii. Promote continuous improvement of technical attainment;***
- ***iii. Identify and address current or emerging occupational opportunities.***

i. The local plan requires recipients to identify the process they will utilize with each CTE student enrolled in a career major to provide guidance and advisement and monitor improvement in academic achievement. Each eligible recipient will be expected to develop an individual plan of study for each student as a basis for the process. Eligible recipients will be required to identify how they will utilize such tools as EPAS PLAN and EXPLORE assessment, ACT, COMPASS, state academic end-of-instruction tests, course taking patterns in the individual plan of study or student transcript, and/or KeyTrain and ACT WorkKeys to monitor and improve academic achievement. KeyTrain is a curriculum that is correlated with the ACT WorkKeys assessment. KeyTrain will be used to improve adult and high school student academic skills in reading for information, locating information, communications, applied mathematics, and other key skills required for employability.

The State of Oklahoma has adopted a Career Readiness Certificate (CRC) based upon the WorkKeys Assessment. The Oklahoma Department of Commerce administers the program and issues the certificates based upon the WorkKeys scores. A bronze certificate is issued if an applicant scores three or above in all three WorkKeys tests. A silver certificate represents a score of four or more, and a gold certificate is issued with a score of five or more on all three WorkKeys assessments that Oklahoma has adopted as the basis for the CRC.

The key strategies the state of Oklahoma will be using for whole school improvement are *High Schools That Work* and *Technology Centers That Work.* Currently, Oklahoma was the first state to implement *Technology Centers That Work.* The Oklahoma Department of Career and Technology Education collaborated with Dr. Gene Bottoms and, with his support, adopted the *High Schools That Work* framework to a technology center setting in which shared-time technology centers provide CTE courses for high school and adult students and customized business and industry training. The national testing process is also being adapted. The first administration of the adapted assessment is in FY2008. Currently, Oklahoma is implementing this program with 8 of the 29 technology center districts. Oklahoma will be using the processes and the data collected to modify current processes as the data show improved effectiveness of the practices.

High schools will be expected to utilize the current Oklahoma School Report Cards as well as the *High Schools That Work* data for those schools participating. The Oklahoma School Report Cards are issued by the Office of Accountability and may be found on a public Web site www.schoolreportcard.org. Public secondary schools

receiving Perkins funds will be expected to utilize their NCLB data for evidence of continuous improvement. The Oklahoma Department of Career and Technology Education will also use the school improvement list to prioritize and target Perkins eligible recipients for review.

The ODCTE will identify specific strategies to collaborate with the State Department of Education, School Improvement Division to provide technical assistance to Perkins eligible recipients in a coordinated manner to best utilize Perkins and NCLB funds for school improvement.

ii. The local plan requires eligible recipients to identify the process they will utilize with each CTE student enrolled in a program of study (career major) to monitor and make data-driven changes to improve the technical attainment of each student in each career major. Recipients will be required to utilize state recognized national or state technical skill attainment assessments where applicable and available to determine technical skill attainment.

iii. The local plan requires eligible recipients to cite the source of data indicating how each program of study is addressing the current or emerging occupational opportunities in their region of the state. Each local plan requires the LEA to identify current and projected job openings, salary, credentials required for employment, and postsecondary degree options. Technical assistance will be provided by the ODCTE on resources available to each recipient for data required to identify and document current and projected demand for high-wage, high-skill, or high-demand careers related to each Career Cluster, pathway, and career major offered at their site. Oklahoma will also continue to support staff from the Career Resource Network to provide quality career information on current and emerging careers.

(g) How secondary programs will prepare career and technical education students, including special populations, to graduate from a secondary school with a diploma.

Beginning in FY2007, Oklahoma requires all students entering high school to enroll in the state mandated college preparatory/work ready curriculum. Local plans must identify if any CTE student is not enrolled in the required curriculum and the reason. They will also be required to identify interventions they will use if a student is in danger of failing to meet high school graduation and college admission standards and graduate with their high school class. State report cards for each high school receiving Perkins funds will be utilized to determine if student progress is appropriate. NCLB measures for mathematics and reading/language arts will be utilized as well to determine if students are progressing as required.

Additional focused assistance with interest inventories, aptitude, and abilities assessments that address the students' individual needs will be given to special populations students to help them make informed career decisions. KeyTrain may be used to increase students' skills and WorkKeys used to demonstrate such skills.

In order to be an accredited technology center in Oklahoma, each school must have an active academic center. These academic centers provide just-in-time and remedial instruction for

students to enhance math and language skills required for success in career and technical programs. These centers work to provide ACT test preparation and online academic courses. These centers also provide assessments. The ODCTE will be expanding the utilization of ACT EXPLORE, ACT PLAN, ACT and ACT Compass assessment scores to improve instruction and target student academic areas for improvement.

Plans of study for the students on Individual Education Programs (IEP) will be required to align with the transition process required by federal and state law and be contained in the IEP. When appropriate, the alignment of academic and career and technical knowledge and skills will occur so students can expand their attainment of technical skills for high-wage, high-skill, or high-demand careers. The identification of work-based learning, mentors, and integrated curriculum will be some of the processes that eligible recipients will be required to utilize. Each local school district is required to implement programs that enhance the building of career skills that will prepare students for college preparatory/career ready curriculum. Activities that eligible recipients will be required to utilize are worksite learning, job shadowing, field trips, career guest speakers, and integrated curriculum that leads to some type of credential, license, certificate, or degree and a high-wage, high-skill, or high-demand career. One example is the Partnering for Employment mentoring program that is a work-based learning program for special populations. The program identifies a work-based mentor who will provide instruction and guidance for a student with a matched career interest and career skills foundation.

(h) How programs will prepare students, including special populations, academically and technically, for postsecondary education opportunities or entry into high-skill, high-wage or high-demand occupations in current and emerging occupations, and how participating students will be made aware of such opportunities.

All CTE students in schools receiving Perkins funds are required to have an individual plan of study for the cluster, pathway, and major in which they are enrolled. The career major must utilize the state-approved courses or be approved by the state if local adaptations are required. The student, school official and parent or guardian must review each plan of study annually. The plan of study must include academic courses required for college admission as well as CTE courses required for the career major. A career major must lead to an industry recognized credential, license, certificate or degree and must be approved by the State. Career majors are designed for a career option and are not defined by the population being served, such as students with disabilities. This is one safeguard to prevent schools from targeting special populations students into a single program area.

Plans of study for the students on IEP's will align with the transition process required by federal and state law in the IEP. When appropriate, the alignment of academic and career competencies will occur so students can expand their knowledge of career options and skills required to pursue further education or employment in high-skill, high-wage, or high-demand careers. The plan of study will clearly identify the CTE and academic courses approved and offered for dual college credit. The plan of study and career major will also identify the industry certificates, licenses or credentials, and/or degrees possible at the secondary and postsecondary levels.

OKCIS is a critical tool for middle and high school students and adults to access current career and labor market information. OKCIS is the state's computerized career information system and is delivered online through subscription. It is accessible as required by state and federal law for people with disabilities and therefore applicable for members of special populations. It will be used as one tool to assist with career assessments, career exploration, and career planning. The TechNow program is also a tool for career information and development for students with disabilities. The Partnering for Employment initiative also matches a student with disabilities with a mentor in the workplace to help the individual gain real-world career skills on the job. Oklahoma will also utilize the Career Resource Network to provide information to prepare students for opportunities in high-wage, high-skill, or high-demand occupations through quality career development materials.

Oklahoma has implemented online and face-to-face mentoring programs for nontraditional female students in the areas of information technology and pre-engineering and is being extended into other cluster areas during the implementation of the Plan. Female mentors are identified in targeted industries, participate in mentor training, are encouraged to communicate with mentees weekly, and provide advisement for entering employment and further postsecondary education. Mentoring students are encouraged to participate in summer internships and other worksite experiences at the mentor's place of employment. Oklahoma employs a full-time gender equity specialist at the Oklahoma Department of Career and Technology Education to provide technical assistance to schools and ODCTE staff to assist them with specific issues related to serving nontraditional students in CTE programs identified as nontraditional for males or females.

Technology centers have an academic center in which students receive specialized tutoring and instruction to succeed with difficult technical skill attainment or academic concepts. Oklahoma also employs a full-time disabilities specialist at the ODCTE to provide technical assistance to schools and staff to effectively serve members of special populations with identified disabilities.

The State Regents have a number of initiatives designed to reach special populations, including GEAR UP and Okcollegestart.org. Oklahoma was one of 21 states to receive a GEAR UP state grant in 1999. The state grant is distinct from the GEAR UP partnership grants awarded to local school districts and higher education institutions throughout Oklahoma; however, both the state grant and the partnership grants work in concert to enhance opportunities for students. The primary goal of GEAR UP is to ensure all students in Oklahoma are prepared to succeed in postsecondary education. The GEAR UP program is built on two broad college access components: scholarship funding and early intervention initiatives.

Oklahoma GEAR UP is recognized nationally for its comprehensive public awareness component. Aimed at fifth- through twelfth-grade students and their parents, GEAR UP provides, in both English and Spanish languages, Web sites for parents and students, enhanced resources for teachers and guidance counselors, instructional videos, teacher guides, student activity booklets, and college readiness information for the general public.

Initiatives that tap the potential of youth and family outreach services of community and faith-based organizations (CBOs) are the focus of these activities. GEAR UP awards subgrants to

CBOs to promote the Oklahoma's Promise – OHLAP scholarship program and to engage parents and family members in their child's college preparation process by raising educational expectations.

Available in the spring of 2007, the Web-based student information portal (www.OKcollegestart.org) provides students of all ages, beginning as early as the eighth grade, the simplicity of having myriad student services all on their own Web site. From this one Web site, students manage their records in preparation for college, including high school courses taken, assessment information, and test scores such as EXPLORE, PLAN, ACT, and WorkKeys. The student's portal serves as a rich source of personalized college planning information. The often-challenging process of applying for financial aid will become much simpler. Students will complete the application materials on the portal (including an online OHLAP application and FAFSA) and the pertinent information will be accessible electronically by campus and OSRHE financial aid offices. Students using this system can ask that their information be shared with colleges who will then be able to identify and correspond with prospective students much earlier in the process. Necessary updates to student financial aid data will also be easier.

(i) How funds will be used to improve or develop new career and technical education courses—

- ***i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;***
- ***ii. At the postsecondary level that are relevant and challenging; and***
- ***iii. That lead to employment in high-skill, high-wage, or high-demand occupations.***

i. All Oklahoma students (including CTE students) must meet the same rigorous academic requirements by state law (HB 1792 and SB 982) and meet the requirements of student academic achievement standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended. The Oklahoma Department of Career and Technology Education will work closely with state accreditation officers at the State Department of Education to identify any deficiencies and collaborate to apply appropriate technical assistance or sanctions as required.

The ODCTE has a full-time Math/Science Specialist on staff to create quality course syllabi for academic courses delivered in a shared-time technology center. CTE courses will identify academic content based on state and national academic standards. CTE courses with contextual academic content will also be identified and submitted to the State Board of Education for approval to award academic credit for these courses. This process has begun using the national clusters knowledge and skills as courses are redefined or created and placed into a Career Cluster, pathway, and career major framework. All courses in a career major must meet state approval guidelines and approval processes.

Professional development emphasizing literacy, numeracy, and quality CTE instruction is also critical in assuring that instructors have the skills to deliver quality content to students. The Math/Science Specialist will work in collaboration with the ODCTE Instructional Services Division and the Cluster Professional Development Committee to create quality, sustained and research based professional development events at the state level to support implementation of the state transition plan. Currently, Web-based instruction is being conducted with Health Careers Education instructors to complete the Biology state certification test in order to offer Anatomy and Physiology within their Health Pathways for a lab science credit and to meet the Highly Qualified Teacher requirements of NCLB.

ii. All curricula used for CTE programs must be aligned to national Career Clusters knowledge and skills and state or national industry standards for each Career Cluster, pathway, and career major offered. Course criteria for improvement and development will include current and future labor market needs for high-skill, high-wage or high-demand occupations, program rigor, and alignment with established academic and industry standards. Each course should be utilized in a specific non-duplicative sequence of courses known as a career major. The career major is Oklahoma's program of study for secondary and/or postsecondary students. State program specialists will annually review each state recognized syllabi to determine if standards are integrated within the curriculum being used or if revisions should be made. The staff at the ODCTE will work collaboratively with the Oklahoma State Regents for Higher Education to define a process to review and help improve postsecondary courses and work collaboratively to create new courses and degree options that are relevant to Oklahoma's economy and challenging for students. Policies guiding review of the collegiate level work will facilitate evaluation through the five-year cycle of on-site reviews by out-of-state evaluators and input from advisory bodies. All CTE courses approved for college credit through an Alliance must meet the requirements of the Higher Learning Commission of the North Central Association for courses and instructor credentials.

iii. The Oklahoma Department of Career and Technology Education will work with the Department of Commerce and the Governor's Council for Workforce and Economic Development to refine the definition for high-wage, high-skill, or high-demand occupations for Oklahoma. The ODCTE will collaborate to deliver technical assistance to CTE recipients and local workforce boards related to identifying and collecting regional data on current and emerging high-wage, high-skill, or high-demand careers that provide a pathway to a sustainable wage for each completer. Oklahoma CTE courses and career majors must create new pathways into industries that provide benefits, career ladders for advancement, and a sustainable salary. Oklahoma defines a high-wage career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Oklahoma Employment Security Commission. The current average hourly rate is $15.32 in Oklahoma according to the Oklahoma Wage Network. A high-demand industry is defined as an occupation in which state, local, or regional labor market data show that demand exceeds projected employment supply. High-skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or

degree. A CTE course may also be developed or improved using Perkins funds if the education/training targets an industry that is growing and cannot meet current employment needs; requires a certificate, license, credential, or degree to become employed; and has a clear career progression that leads to a self-sustaining wage or provides employee benefits. NOTE: The State has compiled a list of occupations or professions that it will classify as high-skill, high-wage, or high-demand. In addition, the programs that are in cooperative agreements with higher education institutions receive direction and guidance from the Technical Occupational Council with representation from public employment services, employers, employees, postsecondary vocational educators, students and the general public with a focus on interpreting the educational needs and manpower projections for the state.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Facilitation and coordinated communication on best practices among Tech Prep recipients will be the responsibility of the State Tech Prep and Alliance Coordinator. The following resources are currently used and continually updated to communicate best practices: the Oklahoma Tech Prep Web Site www.okcareertech.org/techprep, Oklahoma Alliance Web Site www.okcareertech.org/alliances, Oklahoma Tech Prep Coordinators List Serve, quarterly technical assistance meetings for Oklahoma Tech Prep Consortia Coordinators, and state and national conferences. A Tech Prep blog has been created to provide an ongoing communication link for local coordinators and has grown to include CareerTech leadership groups as well. Postings are made to http://oktechprep.blogspot.com/

Criteria shall be developed to identify and recognize exemplary Tech Prep consortia. Each shall be recognized based on their successful implementation of exemplary practices and documentation of those practices will be used to share with other Tech Prep consortia leadership, identify eligibility for supplemental funding grants, and other state recognition strategies.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

The ODCTE Instructional Services Division staff and the Cluster Professional Development Committee will focus their work on providing intensive professional development using research based strategies targeted to integrate academic content within career and technology education courses, apply effective strategies to reinforce academic content, and monitor academic and CTE achievement for all CTE students. Utilizing research-based content to focus professional development strategies on leadership, CTE administrators and counselors will use data for improvement and to build a culture of high expectations for all students. The intent will be to concentrate professional development on the following goals, aligned with Oklahoma SB 1485, Professional Development Program:

1. Increase academic performance for CTE students,
2. Close achievement gaps among CTE student subgroups,
3. Increase CTE student achievement as demonstrated by state mandated tests, ACT, and technical skill attainment,
4. Decrease college remediation rates for CTE students, and
5. Increase high school graduation rates.

Perkins federal funds will be used to identify academic concepts within each CTE course and to develop a course syllabus identifying the content. Funds will be used to create, modify, or adopt assessments to measure technical skill attainment. Assessments will be created or realigned to national Career Clusters knowledge and skills and state or national industry standards. Professional development strategies will be created and implemented to assist teachers with research-based strategies to reinforce the academic applications within CTE courses and the most effective processes to enhance student academic and CTE achievement. These strategies will be provided through the ODCTE Instructional Services Division. Teachers will also be taught effective practices in the use of data to monitor achievement through sustained professional development provided by the Instructional Services and Research divisions.

Through the reserve funds, targeted on rural, high percentage of students served and high number of students served, the ODCTE provided opportunities for eight supplemental grants awarded on a competitive basis: Career Academies, Gateway to Technology, Guidance and Advisement, High Schools That Work (for new sites), Mentoring for Underrepresented Students, Priority Career Majors, Summer Bridge Program, and Tech Now. The Career Academy, Gateway to Technology, Guidance and Advisement, and Priority Career Majors grants were geared specifically to helping promote preparation for high-skill, high-wage, or high demand occupations. Mentoring for Underrepresented Students and Tech Now targeted nontraditional fields. These grants will continue to be refined and strengthened throughout the Perkins cycle.

The Gateway to Technology grant focuses on the implementation of a middle school curriculum supporting the application of math and science principles to engineering problems. Gateway's primary focus is on developing stronger math, science, and technology inquiry skills. Five courses are taught in conjunction with rigorous academic core. Middle schools must have a PLTW pre-engineering program at their area technology center and document their ability to meet the designated timeline.

Guidance and Advisement grants focus on implementing quality career guidance and counseling programs to improve accessibility of quality CTE and career information and planning to students, to expose students to career opportunities early in high school, and provide effective guidance to ensure that CTE students complete rigorous programs of study to meet postsecondary goals. The Guidance grants support comprehensive guidance programs that link and support student achievement and successful transitions through middle school, high school, technology center, postsecondary/career transitions.

Perkins funding is expanding the *High Schools That Work* model and implementing the *Technology Centers That Work* initiative with the Southern Regional Education Board as described in A.2.(f)i. above.

Mentoring for Underrepresented Students focuses on an initiative for increasing the number of underrepresented students pursing high-tech, high-wage careers: Nontraditional, Minority, Individuals with Disabilities, Displaced Homemakers/Single Parents. It will be defined as a planned program of mentoring (electronic and/or face-to-face) and work-site learning experiences that are relevant to the student's career goals, coordinated with the academics and technical school-based curriculum and includes a designated mentor.

Priority Careers focuses on career majors critical to the state's economic vitality and growth and incent career major implementation that supports high-tech, high-wage technologies including Advanced Manufacturing, Aerospace/Aviation, Geospatial, Bioscience, Biotechnology, Bio Fuels/Bio Processing, Convergence Technologies, Health Care, Logistics, and Precision Agriculture.

Tech Now focuses on students with disabilities, giving them the opportunity to access cutting edge technology and encouraging them to explore potential educational and employment opportunities. The grant project includes digital photography and image editing, desktop publishing, digital audio engineering, computer animation, and nonlinear video editing and production. Students use computer software, hardware, and related technologies to create projects that help them to explore the requirements needed to attain careers that correspond to their individual interests. The curriculum develops skills such as planning, cooperation, teamwork, research, implementation, and revision.

(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122c(1)(A)-(L)]

Each approved CTE career major will include a specific non-duplicative sequence of CTE courses and the appropriate rigorous academic courses required to prepare CTE students for success in postsecondary education and the high-skill, high-wage, or high-demand workplace. CTE courses or career major required within the sequence shall incorporate content aligned with challenging state and national academic standards in language arts, mathematics, and/or science. As CTE courses are developed using national Career Clusters knowledge and skills or state and national industry standards, a course syllabus will be developed. The course syllabus will identify CTE and academic knowledge and skills. Assessments that measure content within the CTE course, career major, and pathway will be identified. State recognized CTE technical skill and academic assessments should benchmark student attainment of both academic and technical skills.

Oklahoma CTE teachers will be provided intensive professional development opportunities for the integration of CTE content and academic standards that:

- Facilitate collaboration among core academic and CTE teachers
- Develop course syllabi to ensure coverage of key academic standards in CTE courses
- Review and analyze student performance data to target instructional strategies

In addition, technology courses that are proposed for the cooperative agreements for credit towards technical certificate or AAS degree programs will be reviewed by higher education

faculty. CTE courses proposed for college credit will be reviewed annually by higher education faculty with expertise in the content area to determine if the courses provide adequate content and level of rigor to qualify for college credit towards an AAS degree program. Once a course meets the standards for college credit, it will be added to a course equivalency matrix and will be accepted for credit at higher education institutions that offer degrees in the specific content area. All courses placed on the course equivalency matrix are reviewed annually to ensure that any changes made to the curriculum still meet the content and rigor requirements for college credit.

Perkins federal funds will be used to create, modify current, or adopt new assessments to measure technical skill attainment. The technical skill attainment assessments will be created, adopted, or realigned to national Career Clusters academic and technical knowledge and skills as well as state or national academic and industry standards. The assessments will also be cross-walked with the approved state end-of-instruction blueprints.

The Oklahoma Department of Career and Technology Education will explore the efficacy of implementing a career major level assessment to use as a measure of academic integration and will identify curricula to assist in remediation or improvement of academic skill attainment within a Career Cluster context during FY2009.

Oklahoma will also utilize the database maintained by the Oklahoma Department of Commerce to benchmark the number of high school and adult CTE students who have achieved the Career Readiness Certificate and at which level bronze, silver, or gold. The KeyTrain system will also be used to determine pre-post assessments by Career Cluster in key areas aligned to WorkKeys. Other benchmarks such as ACT scores and remediation rates of CTE students entering college will be used to set performance levels for eligible recipients.

3. ***Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided especially professional development that—***

(a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and technical teachers to jointly develop and implement curricula and pedagogical strategies:

(b) increases the percentage of teachers that meet teacher certification or licensure requirements;

(c) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(d) encourages applied learning that contributes to the academic and career and technical knowledge of the student

(e) provides the knowledge and skills needed to work with and improve instruction for special populations;

(f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended and Title II of the Higher Education Act of 1965, as amended [Sec.122(c)(2)(A)-(G)]

(a) It is the goal for each newly developed course to identify and reinforce academic content inherent in the CTE course as recommended by business and industry within approved industry standards. Through implementation of *Technology Centers That Work,* technology centers will develop improved strategies to better utilize academic teachers on staff and those in the partner high schools in developing strategies to integrate academic and CTE content through work with the state implementation team and SREB staff. It is the goal to identify and deliver intensive professional development opportunities related to the integration of rigorous academic standards and CTE courses. Initial workshops were offered during the transition year on literacy integration through the *Technology Centers That Work* pilot sites. These were followed by site/classroom visits and a follow-up session. Opportunities to reach a wider CTE teaching audience are scheduled, and plans are also in progress for numeracy integration.

(b) By Oklahoma law, a CTE teacher cannot teach secondary students without a certificate issued by the State Department of Education. They can qualify for a provisional certification if they meet certain course requirements and testing requirements and earn a baccalaureate degree within the required period of time.

To support the teacher during this process, the ODCTE has entered into a contractual agreement with two teacher preparation universities to provide services to new CTE teachers for their induction into the teaching profession. To date this program has focused on technology center instructors who teach in specialty areas. The specialty areas have a higher percentage of teachers who are hired directly from industry for their professional licensure and occupational specialty proficiency. They are required to enter into a baccalaureate program if they do not possess a degree or enter into preparation for alternative certification. The university assigns a mentor to meet with them, reviews instructional practices in the classroom, and coaches them, along with their administrators. This program places new teachers into direct contact with university professors who can advise them and assist them in staying on track to meet the requirements for certification and licensing. This program has resulted in an improved retention rate of teachers in CTE. ODCTE plans to expand this program in the comprehensive high school setting on a pilot basis during FY2009, as funds are available. An increasing number of CTE teachers are entering through alternative certification and need more intensive assistance during their first year of teaching. The ODCTE also hosts a new teacher academy the week prior to the annual Summer Conference. The new teacher academy focuses on orientation to CTE, the Oklahoma system, and the standards for each of their cluster and pathway areas. New teachers meet with state program administrators and others from the agency to provide the basic knowledge needed to start them into their teaching profession.

(c) Oklahoma has implemented a state law that mirrors the federal requirement for quality professional development. Professional development utilizing state or federal funds

must, by state and federal law, meet these requirements. To assist with the implementation of these requirements, the ODCTE invested in an online learning and content management system, I Connect At Tech (ICAT). ICAT was developed through a partnership with The Aurora Learning Community Association (ALCA) with specific customization for those working in the career and technology education arena. ICAT delivers dynamic content, maintaining student performance and providing content delivery in line with IEP expectations. Also, through the ODCTE Web, information is available regarding curricula, career pathways, majors, and courses at each technology center, as well as training information available through each of the ODCTE program/Career Clusters. Additionally, the ODCTE Information Commons is a learning and videoconference center, which offers a full-service library with print and multimedia materials for loan to educators and students in Oklahoma. The scope of the collection includes career and technology education curriculum, innovative teaching methods and education reform, educational leadership, and business and industry resources.

The ODCTE Professional Development Center (PDC) is a Web-based professional development planning resource for people and teams working in career and technology education in Oklahoma. The PDC guides teachers, guidance personnel, support staff and administrators by progressively identifying and developing essential skills for a greater impact in job performance. The PDC provides custom designed tools to identify the skills needed to define and achieve professional development goals, plan learning strategies to acquire the skills, locate experts in the field to achieve the goals, and explore resources. These resources include links to Web sites and videos and access to a professionally developed and delivered resource library.

(d) Several strategies have been encouraged and used that address the applied methodology for delivering content. Project Lead The Way professional development for teachers in pre-engineering and biomedical sciences is inclusive of project and problem-based learning strategies. Teachers in these fields experience the entire curriculum as a student would during their professional development. Teachers are supported through an online asynchronous system that provides anytime/anywhere support and follow-up for that professional development. Many CTE health instructors have been trained to use Anatomy in Clay, a visual modeling system for students to build their anatomy knowledge. ODCTE will continue to identify and offer professional development that encourages applied methodology and learning.

(e) ODCTE encourages multiple resources for CTE instructor professional development through an online educator resources site on the ODCTE Web site. Through the Information Commons, the ODCTE offers print and multimedia materials for loan to educators and students in Oklahoma. The scope of the collection includes career and technology education curriculum, innovative teaching methods and education reform, educational leadership, and business and industry resources. Also, many ODCTE divisions provide links to multiple state and national opportunities for professional development.

(f) The Perkins local application requires eligible recipients to demonstrate ways in which they are leveraging funds from these sources and not duplicating efforts and

expenditures. Reviews of local plans will determine ways in which eligible recipients are meeting this requirement.

4. ***Describe the efforts that your agency and eligible recipients will make to improve—***

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;

(b) the transition to teaching from business and industry, including small business [Sec. 122(c)(3)(A)-(B)]

(a) The ODCTE partners with the Oklahoma Career Tech Foundation to provide ten $1,000 scholarships for minority students entering CTE teaching. An application is made to the Foundation and awards are granted, which can be renewed annually for four years if the applicant qualifies. The ODCTE has targeted the development of at least one education and training high school academy to be formed in a technology center to increase interest in CTE teaching, especially among underrepresented populations. In addition, eligible Perkins recipients are required to address on the local application their efforts to recruit and retain CTE instructors, including those from underrepresented groups.

(b) In many CTE cluster and pathway areas, the only source for qualified instructors in licensed and certified industry areas requires recruitment from business and industry. Local technology centers, where the majority of these programs are located, typically work with local advisory committees to identify professionals to recruit to teaching. Also, such teaching positions are routinely advertised in local trade association publications and in newspapers that advertise for licensed and certified professions. A mentorship program is in place to provide up to three years of mentoring and support for these new instructors recruited directly from business and industry.

5. ***Describe efforts that your agency and eligible recipients will make to improve the transition from subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]***

The ODCTE and the Oklahoma State Regents for Higher Education are partners in the Cooperative Alliance program. The Cooperative Alliances are articulation agreements between local technology center districts and colleges offering associate in applied science degrees. Some colleges in Oklahoma offer bachelor of applied science degrees. Credit earned through the Alliance is eligible for institutional transfer dependent upon the receiving institution. Students participating in the Cooperative Alliances are eligible to receive student support from college partners including academic advising and access to resources such as library and tutoring services. Modifications and continual improvements are made through annual state level meetings involving all partners as well as annual partner meetings to review and align curriculum. Several technology centers are pioneering advanced curriculum through Pre-Engineering, Biosciences and Medicine, and BioTech academies. These

academies are developed with assistance through state research institutions and other higher education partners.

6. ***Describe how your agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business) and labor organizations in the planning, development, implementation and evaluation of career and technical education programs in your state. [Sec. 122 (c)(5)***

Tech Prep consortia are evaluated on a revolving basis. Consortia receive an onsite evaluation at least once during the five-year funding cycle. Annual follow up will be done through self-assessment and reporting. Those consortia that are identified as not meeting standards will receive follow-up technical assistance.

Technology centers are evaluated every five years to maintain accreditation status. Representatives from partner high schools, counselors, and business representatives are invited to serve as part of the accreditation team. Oklahoma CTE instructors from other technology centers and state staff are part of the evaluation team.

High Schools That Work and *Technology Centers That Work* sites are required to have a technical assistance visit every three years and technical review visit during the second year. At that time, parents, teachers, counselors, administrators, and business representatives are interviewed for input on the quality of the school instruction and ways it can improve.

7. ***Describe efforts that your agency and eligible recipients will make to—***

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

- ***i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended) and***
- ***ii. Career and technical education subjects:***

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students [Sec. 122 (c)(7)(A)-(C)]

(a) ODCTE is currently utilizing the Career Cluster framework to completely revise the instructional framework to ensure that academic and technical components of all CTE career majors are strengthened and rigorous to prepare Oklahoma CTE students for competition in a global workforce. Through these identified career majors, both academic and technical course sequences have been strengthened. Each Career Cluster team leader has worked with multiple stakeholders to ensure

that rigor is included to meet the needs of Oklahoma's existing and emerging industry sectors. Through local site plan development, schools will identify their strategies to ensure CTE career majors are strengthened. Performance measure negotiation ensures that student learning is monitored and improved.

i. All students in Oklahoma must demonstrate proficiency in core academic subjects through end-of-instruction exams as designated by state legislation. Multiple support strategies will be implemented such as remediation, tutoring, and study groups to ensure CTE student success.

ii. Career and technical skills will be demonstrated through identified technical skill assessments and monitoring of successful completion of those assessments. Support strategies will be implemented to ensure CTE students can demonstrate their proficiency.

(b) Through the development of career majors, pathways, and clusters, national knowledge and skill statements were cross-walked with all Oklahoma CTE programs of study. This process has helped ensure that all majors will provide students with strong experience in and understanding of all aspects of the particular industry. Schools must utilize the approved career majors.

(c) Oklahoma required all students entering high school beginning in FY2007 to enroll in the state mandated college preparatory/work ready curriculum. Local plans must identify if any CTE student is not enrolled in the required curriculum and the reason. The eligible recipients will also be required to identify interventions they will use if a student is in danger of failing to meet high school graduation and college admission standards and to graduate with their high school class.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)15)]

The Oklahoma Department of Career and Technology Education will provide comprehensive schools, technology centers, and eligible collegiate recipients with technical assistance through the State Perkins Coordinator and deployment of appropriate field staff personnel. Regional Administrators are responsible for assisting comprehensive schools with fiscal issues, applications, and monitoring of the Perkins grants. Guidance and counseling staff will be reassigned to provide leadership in implementing quality improvement in technology centers and high schools, to serve as improvement coaches for *High Schools That Work* and *Technology Centers That Work,* and to support Perkins eligible recipients. ODCTE Technology Center Field Service Coordinators will assume the added duties of providing technical assistance to technology centers with the implementation of the new local applications for Perkins. The Oklahoma State Regents for Higher Education will partner with the ODCTE to provide support for eligible collegiate recipients. Program Specialists will also assist sites that may need help in implementing or improving any Career Cluster area. The ODCTE will also utilize the expertise of the State Tech Prep, gender equity,

disabilities, academic integration, math/science, and guidance specialists for technical assistance in specific areas of need.

9. ***Describe how career and technical education in your State relates to your State's and Region's occupational opportunities.[Sec. 122 (c)(15)]***

   The ODCTE is working closely with the Oklahoma Department of Commerce and the Governor's Council for Workforce and Economic Development to utilize data and reports on trends for industry sector development to support new or redesigned CTE program areas. In order for a school to begin a new career major, they must identify the employment and postsecondary opportunities in the proposed career major area. The ODCTE will approve the proposed career major based on alignment with the labor market demands for a state region.

10. ***Describe the methods you propose for joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122 (c)(16)]***

    The Governor's Council for Workforce and Economic Development is required by law to have in place a Workforce Staff Solutions Team. The team members are decision-makers from state agencies involved in workforce and economic development representing entities responsible for NCLB, Adult Basic Education (ABE), the Workforce Investment Act (WIA), and the ODCTE. The team is required by statute to collaborate on education and training that focuses on key industry sectors and clusters. The State Director of Career and Technology Education is a member of the Governor's Council for Workforce and Economic Development as well. Each education entity is required to present the manner in which they are coordinating efforts with the priorities and needs of the state as identified by the Governor's Council for Workforce and Economic Development.

    The Workforce Investment Act also requires that an annual report be made to the Governor's Council on the ways in which the ODCTE utilizes Perkins funds. The Governor's Council is one of the groups enlisted to assist in the development of the Perkins State Plan.

    The State Superintendent of Public Instruction is the head of the eligible agency for No Child Left Behind. By virtue of the position, the state superintendent is the Chair of the State Board of Career and Technology Education, reviewing the State Plan and providing input into the process, and is ultimately responsible for guiding the State Board of Career and Technology Education in their input and eventual approval of the State Plan.

11. ***Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121 c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts [Sec. 122(c)(20)]***

The local application requires each eligible recipient making application to address how they will avoid duplication of services with WIA, NCLB, and Adult Basic Education. The ODCTE then reviews the applications to assure compliance.

B. Other Department Requirements

1. ***You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.***

   The Local Application for federal funds under the Carl D. Perkins Career and Technical Education Act of 2006 can be found in Appendix H.

2. ***You must provide a description of your State's governance structure for vocational and technical education.***

   The Oklahoma Department of Career and Technology Education Organizational Chart can be found in Appendix I.

III. PROVISIONS FOR SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c).

A. Statutory Requirements

1. ***You must describe your program strategies for special populations listed in section 3(29) of the Act including a description of how individuals who are members of the special populations—***

   (a) Will be provided with equal access to activities assisted under the Act

   (b) Will not be discriminated against on the basis of their status as members of special populations

   (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec 122c(9)(A)-(C)]

(a) Enrollment in all CTE programs offered by the Oklahoma Department of Career and Technology Education is reported by gender, ethnicity, and disability. Because higher education institutions do not collect special populations information with enrollment, a separate AAS student survey is distributed to higher education CTE students so their access and outcome data may be analyzed. These data are then analyzed against the data from the general population in the school to determine if a representative population is being served in each CTE program being offered.

The state provides technical assistance to assist eligible recipients with providing programs, activities, and services for individuals with disabilities in the least restrictive environment. Placement and services will be documented through development of an Individualized Education Program (IEP), Section 504 Accommodation Plan, or appropriate agency plan based on coordination of appropriate representatives of career and technology education, special education, vocational rehabilitation services, or other service providers for individuals with disabilities. Additionally, identification and documentation for supplemental aids and services for special populations will be provided.

Assessment documentation will be utilized to assist students in identifying program choices based on interests, goals, and purposes for attending the institution or participating in specific programs.

Eligible recipients will also be required to describe in the local application how equal access will be provided to all special populations and assure through

monitoring visits that equal access is being provided to the special populations in all programs and services.

(b) The State will provide professional development and technical assistance and conduct data gathering activities to assist eligible recipients with informing students of what constitutes sexual harassment, of laws that protect them from harassment, and of employment laws that protect them from discrimination based on race, color, national origin, gender, age, or disability.

Additional activities will include complying with Federal Executive Order 11246 and amendments in referring students for on-the-job training or for permanent employment and related activities; assisting each English as a Second Language/Limited English Proficiency (ESL/LEP) student to develop workplace fluency in English language communication, including speaking, writing, and reading, in order to fully access training and employment opportunities; and assisting students with making program choices contingent upon assessment documentation, not special population status. Students will be assisted in identifying their purposes, interests, or goals in attending the institution. Appropriate procedures and instruments will be utilized for special populations.

(c) Members of special populations will be provided with programs that enable them to meet or exceed state adjusted levels of performance and that will prepare them for further learning for high-skill, high-wage, or high-demand careers. The student accounting system will provide in quantifiable terms the progress of special populations participating in career and technology education.

The State will provide technical assistance, professional development, and data gathering and analysis to assist local recipients to communicate specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations; deliver instruction in employability skills, computer and technology familiarity, resume writing, interview skills, knowledge of job application procedures, interpersonal communications, job search skills, skills for disclosing special needs, and requesting modifications if necessary. In addition, technical assistance will be provided for the integration of academic instruction in math, reading, and communication skills with students' CareerTech skills training to enhance the likelihood of further education and employment in higher skill, higher wage positions. Instructors of career and technology education programs will receive assistance with developing strategies for such integration.

Eligible recipients will be provided with assistance regarding the alignment of curriculum and program offerings with national occupational credentials when available and assist students in acquiring occupational licensure, attaining the GED, accessing community programs, obtaining other recognized credentials, and preparing for certification exams. Members of special populations,

especially individuals who are nontraditional by gender or who have disabilities, will have enhanced employment opportunity by virtue of industry-recognized credentials for high-wage, high-skill occupations.

Eligible recipients will participate in documenting placement and services for individuals with disabilities through the development of an Individualized Education Program (IEP), Section 504 Accommodation Plan, or appropriate agency plan based on coordination with appropriate representatives of career and technology education, special education, vocational rehabilitation services, or other service providers for individuals with disabilities.

2. ***Describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]***

The alternative education programs in Oklahoma are served through the comprehensive schools. Through the Perkins local plan, each comprehensive school that chooses to use Perkins funds in an alternative education setting selects appropriate CTE options that fully address the needs of students.

3. ***Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]***

The State will provide technical assistance, professional development, and data gathering activities to assist local recipients to:

- Provide nontraditional training and employment opportunities in occupations and fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in the occupation or field of work. Oklahoma is participating in the STEM Project awarded to the National Alliance for Partnerships in Equity (NAPE) Education Foundation grant funded by the National Science Foundation for the next five years.

- Provide nontraditional and other special populations students with current information on the labor market, career choices, and training needs of males and females particularly in computer science, technology, and other emerging high-skill occupations and fields. The ODCTE Career Information, Guidance, and occupational divisions and the Oklahoma Career Information System (OKCIS) will provide technical assistance.

- Inform communities and school personnel about future labor patterns and the need for students to enter nontraditional occupations to compensate for labor deficits; integrate gender-fair, gender-affirmative activities into the curriculum to increase nontraditional awareness and overcome the past effects of bias and discrimination; and emphasize nontraditional options for students, such as job shadowing, mentoring, apprenticeship, and on-the-job training opportunities.

4. ***Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]***

The ODCTE is the state education agency designated to administer CTE programs for criminal offenders. In administering programs receiving Perkins funds for criminal offenders, the department supported the delivery of CTE programs for adult and juvenile offenders in 19 correctional centers in Oklahoma. During FY2007, 1,065 offenders completed training with over 75 percent receiving related jobs within six months of release from custody. Additionally, three projects are operated for youthful offenders who are on probation and under the supervision of the state's correctional agency.

Several programs have been transformed to better address the needs of high-growth, high-demand industries in Oklahoma such as advanced manufacturing and transportation, distribution and logistics. All students receive instruction and practice in life and employability skills. The ODCTE currently employs five Transition Specialists who work to remove barriers to employment for released offenders.

5. ***Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc.***

The Oklahoma Career and Technology Education System ensures equal opportunity for all eligible students to participate in CTE and promotes the ability of such students to meet high standards as required in the General Education Provisions Act, Section 427(b). State staff will accomplish this by providing technical assistance concerning the equity requirements of this section and by funding relevant products and training to overcome the barriers based on gender, race, and disabilities.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

For secondary level performance indicators, 1S1 Academic Attainment—Reading/Language Arts and 1S2 Academic Attainment—Mathematics, the Oklahoma Department of Career and Technology Education will adopt the annual measurable objectives from the Oklahoma ESEA Accountability Workbook. All Oklahoma comprehensive schools are required to meet these performance measures. Since Oklahoma students are all required to meet the same rigorous academic content for high school graduation and college admission as required in state law through SB982 and HB1792, Oklahoma CTE students are also required to meet these same requirements.

The Oklahoma Department of Career and Technology Education attempted to obtain the data from the State Department of Education since it is the primary data collection entity for NCLB and directly collects the data from comprehensive schools for NCLB compliance and reporting. This entity attests to the validity and reliability of the data. However, the ODCTE was unable to receive permission from the State Department of Education to match student data from their database, so for this baseline year, CTE students are not sorted from the general student population because a single student identifier was not in place for FY2008. Therefore, the ODCTE could not match individual student data on CTE enrollments. The State is reporting the general high school population baseline data on the annual measurable objective for mathematics and language arts and will be working during next year to develop a process for collecting data on CTE students to meet the requirements of the Act. Assistance from OVAE may be requested to assist in meeting this data requirement. As of this date ODCTE does not know when the system for identifying individual CTE students will be ready to match to data from other state agencies.

The ODCTE will obtain postsecondary higher education CTE data from the Oklahoma State Regents for Higher Education Unitized Data System. Measurement definitions will be in compliance with the OVAE Program Memorandum on Student Definitions and Measurement Approaches for the Core Indicators of Performance.

2. Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122©(10)(A), sec. 113(b)(3)(B)]

The ODCTE conducted regional meetings with key stakeholders from comprehensive schools, technology centers, and collegiate institutions to obtain input on establishing a State adjusted level of performance for each of the core indicators of performance beginning August 2007.

3. ***You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]***

The ODCTE will adopt the State NCLB approved valid and reliable measurement definitions and approaches for 1S1 and 1S2 for Academic Attainment. The NCLB approved end-of-course tests for Algebra I and English II will be adopted for 1S1 and 1S2. However, as discussed in A.1 above, the ODCTE is unable to identify CTE students in this measure due to the issue of permission to match the student database maintained at the State Department of Education for secondary students. Therefore, the measure for 1S1, 1S2 and 4S1 will be based on an all student measure until such time as data can be shared.

The definition of valid and reliable for measures of technical skill attainment will require a technical skill assessment that is aligned with state or national industry-recognized standards (when available) and are approved as technical skill assessments by the Oklahoma Department of Career and Technology Education. The ODCTE is limited to collecting student level data on taking and passing technical skill assessments that are state-developed. The only way in which industry administered technical skill attainment assessments can be identified is through student self-reporting in the follow-up data. In the case of collegiate programs, the Oklahoma State Regents for Higher Education may approve these assessments. No teacher-made or locally developed assessments will be recognized for measures of technical skill attainment.

The Oklahoma Department of Career and Technology Education has utilized a competency-based assessment system for many years and developed competency assessments based upon duties, tasks, and occupational skills recommended by industry. These assessments are available to high school and technology centers online and free of charge. The competency tests are scored by the ODCTE and a competency certificate is issued to the test taker upon successful passage of the test. However, the competency certificates are not broadly recognized by industry. The ODCTE will place effort to obtain industry endorsement of the certificates. See Appendix J for current occupational competency tests and Appendix K for the Testing Handbook.

The State of Oklahoma passed new legislation in 2005 approving certain technical skill assessments for use as an alternative to the required high school graduation testing requirements. These tests must, by state law, be standardized, independently graded, administered on a multi-state or international basis, endorsed by industry, and result in an industry recognized-endorsed certificate, credential, or license. The list approved by the Oklahoma Department of Career and Technology Education and corresponding to state law requirements is located in Appendix L.

The goal in moving the ODCTE testing system forward is to align the current competency testing system with the national Career Cluster and pathway knowledge and skills and industry standards. In addition, the goal is to also earn state or national industry endorsement resulting in an industry endorsed, recognized credential for tests in each career major within each Career Cluster pathway. In moving from programs to courses and career majors, the state

competency tests will be realigned with the new system. The ODCTE projects a three- to five-year process to make this transition. The current competency tests cover 14 of the 16 clusters and 128 occupations.

The Oklahoma Department of Career and Technology Education administered 47,649 occupational competency assessments in FY2007 for adult and secondary CTE students. This number was a result of combining many tests and administering fewer tests. With an increase in rigor in the tests, the overall pass rate was 45.3 percent. While the current data collection system is unable to disaggregate data by secondary and postsecondary, this capability will be available for the FY2009 reporting year. The ODCTE is projecting an increase in the number of assessments during FY2009.

The ODCTE will request the addition of an Adult Measure for the State Plan. The structure of the state technology center system and the higher education system does not lend itself to utilizing the exact same definitions for measurement. In the discussions with the State Regents for Higher Education, it was determined the definitions that were appropriate for participants and concentrators could not be the same and maintain the state and national accreditation standards. Performance levels will be identified with the letter A. The measures will be 1A1, 2A1, 3A1, 4A1, 5A1 and 5A2. See the FAUPL in Part C: Accountability Forms and Section B: Other Department Requirements for the definitions and proposed baseline measures.

4. ***You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]***

   The ODCTE will continue to collaborate with the Oklahoma Department of Commerce and Adult Basic Education (ABE) to utilize common measures to align the indicators to the greatest possible extent and to use similar data to meet the Act's requirements. A state common measures workforce development report card has been developed and will continue to report progress on the common measures to the Governor's Council for Workforce and Economic Development.

5. ***On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]***

   The ODCTE is requesting that OVAE pre-populate 1S1, 1S2, and 4S1 on the FAUPL. The Final Agreed Upon Performance Levels Form can be found in Part C: Accountability Forms. Again, the numbers for these measures will be for all students since the ODCTE cannot match CTE students with the NCLB database at this time.

6. ***You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]***

   The ODCTE will set the state performance level as the required measure consistent with NCLB. During the first two years, the State will not allow a local recipient to reject the State adjusted levels of performance under section 113(b)(3) of the Act.

7. ***You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]***

   The objective criteria that will be used will be generated from the required data components established for the performance measures. Any eligible recipient wishing to request a revision must submit that request in writing to enter into a negotiation. The eligible recipient must present valid and reliable data from data sources approved by the state and submit the valid reasons for requesting a revision. The request will be submitted to the State Perkins Coordinator and a panel of ODCTE staff responsible for data collection and analysis for approval. Requests for revisions will be allowed one time each year prior to the approval of the applications for funding for the next fiscal year. The requests must be submitted no later than March 15 each program year.

8. ***You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].***

   Eligible recipients will gather the data for 1S1, 1S2, and 4S1directly from the Oklahoma State Department of Education (SDE), the entity charged with ensuring the validity and reliability of the data collection for NCLB. As noted in Item 4, above, the ODCTE cannot currently match CTE student level data to this database. The ODCTE will collect data from all CTE programs and utilize staff from the Information Management Division to certify that data received is valid through established protocols and data monitoring processes. In addition, the ODCTE conducts random data audits of technology centers on a five-year cycle. Enrollment and follow-up data are reviewed against drop and add forms to determine if the data being submitted is valid and accurate. The State Regents for Higher Education will serve as the entity to review and attest to the validity of data being reported for postsecondary eligible recipients. These data are submitted to the State Regents' Unitized Data System by the State higher education institutions in accordance with established protocols and data monitoring processes.

9. ***You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]***

   As with eligible recipients that meet the minimum grant requirements of the Act, members of consortia will be required to use the data described in Items 1 through 8 of this section to determine the aggregate data to generate performance levels.

10. ***You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]***

    The ODCTE Federal Legislation Assistance Division coordinates the monitoring of secondary and postsecondary eligible recipients. A self-evaluation instrument serves as the local performance report and is submitted annually by each fiscal agent. The ODCTE Regional Administrators carry out onsite monitoring for comprehensive school eligible recipients and coordinate with State Program Administrators for each cluster area. State Program Administrators also monitor the quality of comprehensive school CTE programs with site visits and reporting protocols.

    In addition, Field Service Coordinators serve in the same capacity for technology centers. Each technology center is required to meet with state staff each year to review expenditures, program data, and plans for new or changing programs. Every five years the technology centers receive an accreditation visit to review the quality of each CTE career major and pathway offered, as do higher education institutions offering technical AAS degrees. These processes are fully described in II.A.6.

    The ODCTE will define the process for reviewing how eligible recipients are coordinating with other federal programs and provide this process to recipients to assure non-duplication.

B. Other Department Requirements

1. Accountability Data

   (a) Student Definitions

   Secondary Level:

   CTE Participant: A secondary student who has enrolled in less than 360 course hours (3 Carnegie units of credit) in a single career and technical education (CTE) pathway.

   CTE Concentrator: A secondary student who has enrolled in three (3) or more credits in a single CTE pathway.

   A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma.

Adult Level:

CTE Participant: An adult technology center student who has enrolled in less than 360 course hours in a single career pathway.

CTE Concentrator: An adult technology center student who: (1) has enrolled in 360 or more course hours within a single career pathway that terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a CTE career pathway course sequence of less than 360 course hours that terminates in an industry-recognized credential, a certificate, or a degree.

An Adult Level student is enrolled in a technology center career pathway.

Postsecondary Level:

CTE Participant: A postsecondary student who has earned one (1) or more semester credit hours in any CTE program area.

CTE Concentrator: A postsecondary student who (1) completes at least 30 academic or CTE credit hours toward a certificate or associate in applied science degree program that is comprised of 30 or more academic and technical credit hours; or (2) completes a short-term CTE program sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree. Note: 30 credit hours are based on 50 percent of a typical associate in applied science (AAS) degree program length.

A postsecondary credit is the instructional time equal to requirements to earn a college credit in Oklahoma.

(b) The Final Agreed Upon Performance Level Form for using baseline data can be found in Part C: Accountability Forms.

(c) The Final Agreed Upon Performance Level Form for proposed performance levels can be found in Part C: Accountability Forms.

2. The ODCTE goal for FY2009 is to increase the number of students taking approved technical skill assessments by 10 percent and to provide approved technical skill assessments for all career majors by FY2010. See Appendix L.

   The Oklahoma State Regents for Higher Education will continue to determine which collegiate program areas have existing valid and reliable technical skill assessments in place. These include nursing and allied health fields for which national or state licensure exams exist and other fields where industry certifications are recognized [attestations] for competence in a specific area. The State Regents will work with the colleges to encourage students to apply for the state's Career Readiness Certificate (CRC), which is based upon ACT's WorkKeys Assessment and administered by the Oklahoma Department of Commerce.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

Oklahoma elects to separately administer funds under section 111 and 201.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1) and B(1). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Tech Prep consortia will be funded through a Tech Prep Grant Application available through the Carl D. Perkins Career and Technical Education Act of 2006. The initial funding cycle is one year. Based on the availability of funds, the amount that may be awarded to each consortium is determined by a formula established by the Oklahoma Department of Career and Technology Education.

Each primary Alliance partnership qualifies for an Oklahoma Tech Prep Consortium status with base funding of $45,000. Consortia will qualify for additional funds based on the number of technology center districts involved and the size of those technology center districts, relative to the total district FTE career technical programs. Four additional funding tiers will be used:
Additional $5,000 = 30 – 60 FTE programs per technology center district
Additional $10,000 = 61–100 FTE programs per technology center district
Additional $15,000 = 101 – 200 FTE programs per technology center district
Additional $20,000 = 201 + FTE programs per technology center district

Consortia cannot be formed with a budget of less than $50,000. Local funding may be added or multiple partnerships may pool funds to create one consortium.

Grants will be awarded on an annual basis for the period of July 1 through June 30. During the life of the Act, Oklahoma Tech Prep consortia will negotiate performance levels for specific performance criteria with the ODCTE, beginning in FY2008. Failure to meet the negotiated performance levels will result in sanctions, with termination of Tech Prep funding possible after a 60-day notice. Funds will be continued for subsequent years when all programmatic and fiscal requirements are met by the eligible recipient and will be based on progress made toward

successful implementation and meeting the performance criteria. Other funding sources such as Carl Perkins Title 1-C and professional development funds may be used to implement Tech Prep strategies.

2. ***Describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]***

The ODCTE and the Oklahoma State Regents for Higher Education are partners in the Cooperative Alliance program. The Cooperative Alliances are college course articulation agreements between local technology center districts and colleges offering associate in applied science degrees and bachelor of applied science degrees. A credit earned through the Alliance is eligible for institutional transfer dependent upon the receiving institution and institutional policies. Applicants must have a regional steering committee, such as an advisory committee, in place and operational, to assist in implementing the essential and supporting elements of Tech Prep and the Alliances. Responsibilities of this committee include establishing priorities of the consortium for development and implementation of system building activities. Approved Tech Prep career majors must have articulated credit and meet the definition of high-wage, high-skill, or high-demand, and consortia must explain the inclusion of the career major through the use of data including, but not limited to, Oklahoma Department of Commerce local and regional labor market data.

3. ***Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]***

The funding formula is based upon full-time enrollment of local technology center districts with a minimum award amount of $45,000 and a maximum of $65,000.

4. ***Describe how your agency will ensure that each funded tech prep program—***

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

(d) Includes in-service professional development for teachers, faculty, and administrators that meet the requirements of section 203(c)(4)(A)-(F) of the Act.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

(f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

(a) The ODCTE and the Oklahoma State Regents for Higher Education participate in the Cooperative Alliance Program, an articulated college credit agreement between technology centers and community/technical colleges. Credit earned through concurrent enrollment can be applied toward associate in applied science or bachelor of applied science degrees. Each consortium is built upon the technology center and primary partner relationship.

(b) All Tech Prep consortia in Oklahoma must sign a memorandum of understanding (MOU) to receive funding. Within the MOU, expectations are outlined for programs of study, including courses that include Cooperative Alliances. Partner institutions annually review these agreements. Programs of study include courses at the secondary institution, technology center, and postsecondary partner. Approved Tech Prep career majors must meet the definition of high-skill, high-wage, or high-demand and lead to a student credential such as a certificate or degree.

(c) Tech Prep program requirements align with state requirements through the Achieving Classroom Excellence Initiative, and consortia work closely with secondary school guidance personnel. Through plans of study and the Cooperative Alliance program, students are able to earn transcripted college credit in a systematic process eliminating duplication of coursework. As part of the consortium, business and industry allow for internships and work experience while advising the consortium. Through the use of Webinars, consortium members can communicate with professional development experts around the country and with state personnel.

(d) Tech Prep Consortia must include high-quality, intense and targeted professional development that is research based and measurable. All professional development planned and administered by the consortium is based on researched and identified needs and include comprehensive follow-up to determine the effectiveness of the training and identify strengths and weaknesses. These activities include state technical assistance meetings that are attended by local Tech Prep coordinators, college Alliance representatives, and state staff. Consortia are required to establish a documented cascading process, which uses individuals trained with Tech Prep funds to pass those concepts on to other members of the consortium.

(e) Professional Development provided to counselors aids in the promotion of Tech Prep and its benefits, the use of career plans and holistic guidance counseling, career opportunities developed with business and industry support, and includes special populations. ODCTE will sponsor Counselor Only Workshops help regionally throughout Oklahoma. The purpose of these workshops is to complement local initiatives, demonstrate the purpose and advantage of Tech Prep to students, and allow counselors to get pertinent and timely information regarding the Tech Prep initiative.

(f) Tech Prep consortia work with Career and Academic Guidance personnel in the development of services appropriate for special populations. Those with physical limitations have access to the Assistive Technologies Center at the ODCTE where students can access technologies normally found in the workplace. Local accommodations are made on a case-by-case basis through the use of Individual Education Plans as provided by the Individuals With Disabilities Act and individual 504 plans as allowed through the Rehabilitation Act of 1973.

(g) Participating consortia are required to have a designated Tech Prep Coordinator, Tech Prep students have access to the coordinator for preparatory services including comprehensive education and career planning, awareness of student opportunities (students and parents), academic assessment (EOI, ACT, course attainment, transcripts, Work Readiness Certificates), career and technical assessment (EOI and certifications), and student transitions success (college applications, scholarships, etc.).

(h) The State Tech Prep Coordinator works with the State Perkins Coordinator to implement activities under Title I and Title II. Some designated Tech Prep Coordinators are also federal initiatives coordinators involved in the implementation of Carl Perkins at the local level.

5. ***Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]***

Each eligible consortium must sign a Memorandum of Understanding (MOU) between the ODCTE and the fiscal agent of the consortium. The MOU outlines the expectations of the Tech Prep Consortium in accordance with the requirements in the law. The MOU includes the accountability and performance measures required under Title II. Each consortium will have an intensive review at least once during the five-year funding cycle. Each consortium will be required to submit an annual report detailing activities for the year and future plans. Those consortia that are not meeting performance requirements will be put on a plan for improvement and will participate in follow-up technical assistance visits.

B. Other Department Requirements

1. The Tech Prep Application can be found in Appendix M
2. The Tech Prep Memorandum of Understanding can be found in Appendix N.

VI. FINANCIAL REQUIREMENTS

All states must complete this entire section.

A. Statutory Requirements

1. ***You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]***

   Funds received through the allotment made under Section 111 will be allocated to secondary school career and technology education and postsecondary and adult career and technology education according to the formulas as prescribed in Section 131(a) and 132(a).

2. ***You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]]***

   Funds received through the allotment made under Section 111(a)(1) will be allocated based on the requirements of Section 131 (secondary) and 132 (postsecondary) of the Act.

3. ***You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]***

   The rationale for the distribution of funds will remain the same during this Act, with 84 percent of such sums made available through Section 131(a) and 16 percent of such sums made available through Section 132(a)(2). The State will not consolidate funds made available for Tech Prep under Section 202 of the Act.

4. ***You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]***

   Funds will be distributed to secondary schools based on the formulas described in Section 131(b) and 132(b). Once final allocations are made to the secondary schools, any school receiving an allocation that is not sufficient to conduct a program which meets the requirements of the Act or that fails to meet the $15,000 minimum allocation will be encouraged to form a consortium that meets the requirements of the law under Section 131(f). Each consortium will be required in the local application to name a fiscal agent for that consortium. Consortium allocations will then be distributed to the fiscal agent for the purposes of carrying out the activities of the approved local

plan. A consortium will not be allowed to reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. ***You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]***

   Once final allocations are made to the postsecondary schools, any postsecondary school receiving an allocation that fails to meet the $50,000 minimum grant amount will be encouraged to form a consortium that meets the requirements of the law under Section 132(a)(3). Consortium allocations will then be distributed to the fiscal agent for the purpose of carrying out the activities of the approved local plan. A consortium will not be allowed to reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6. ***You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]***

   Data used to make allocations will be reviewed annually to determine what adjustments, if any, are needed to reflect changes in school district boundaries. The State will verify any changes with the Oklahoma State Department of Education prior to the allocation of funds through the funding distribution formulas.

7. ***You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.***

   Oklahoma Department of Career and Technology Education does not elect to use an alternative formula.

B. Other Department Requirements

1. A copy of the detailed project budget, based on FY2008 funding levels, is included in Part B: BUDGET FORMS

2. The State will submit an annual report of subrecipient allocations through the Consolidated Annual Report and will disaggregate performance data for secondary and postsecondary/adult students.

3. The distribution of funds for secondary eligible recipients is found in the following table.

Secondary School Distribution of Funds	**84 percent**
1. **Thirty percent** — allocation in proportion to the number of individuals aged 5 through 17, inclusive, who reside	
(a) In the school district served by such LEA of the preceding fiscal year In the state, total number of such individuals for such preceding year	**= LEA Residential Factor**
(b) 30% x State Secondary Allocation	**= Total Residential Allocation**
(c) Total Residential Allocation x LEA Residential Factor	**= LEA Residential Allocation**
2. **Seventy percent** — allocation in proportion to the number of individuals aged 5 through 17, inclusive, from families with incomes below the poverty line (*as determined by the most recent satisfactory data used under Section 1124(c)(1)(A) of the ESEA*) who reside	
(a) In the school district served by such LEA of the preceding fiscal year In the State, total number of such individuals for such preceding year	**= LEA Poverty Factor**
(b) 70% x State Secondary Allocation	**= Total Poverty Allocation**
(c) Total Poverty Allocation X LEA Poverty Factor	**= LEA Poverty Allocation**
The total of 1 (c) and 2(c)	**= LEA Allocation**

The distribution of funds to secondary and technology center eligible recipients is found in the following table.

Secondary School and Technology Center Secondary Distribution Formula *
The distribution of funds for the secondary school and technology centers is determined using a full-time equivalency count (FTE), which is calculated as 525 clock hours. (Three hours a day x 175 class days = 525 clock hours)
1. For the technology centers (TC), the number of clock hours is collected on an individual student basis. The total of the clock hours for each technology center student is totaled and divided by 525 clock hours **to generate the actual FTE count for each technology center.**
2. For the secondary school or local educational agency (LEA), the course length is submitted on an individual student basis. The following conversions are made to change course length to clock hours **to generate the number of clock hours for FTE:** One hour a day for two semesters = 175 clock hours One hour a day for one semester = 88 clock hours

One hour a day for less than one semester = 44 clock hours
3. The FTE count for the CTE students at the secondary school (LEA) added to the FTE count for the LEA CTE students at the TC is the **LEA/TC distribution count**.
4. The FTE count enrolled in the sending LEA divided by LEA/TC distribution count **determines the percentage of FTE served by the LEA.**
5. The FTE count enrolled in the TC from the sending LEA divided by the LEA/TC distribution count **determines the percentage of FTE served by the TC from the sending LEA.**
6. The LEA Perkins formula allocation multiplied by the percentage of FTE served by the LEA (results of #4) equals the allocation to the LEA.
7. The LEA Perkins formula allocation multiplied by the percentage of the FTE served by the TC from the sending LEA (result of # 5) **equals the TC funds from the LEA allocation.**
8. Repeat steps #1-7 for each sending school and total #7 for the TC allocation.

*All student counts in the funding formula are based on secondary enrollments.

The distribution of funds to postsecondary eligible recipients is found in the following table.

Postsecondary Distribution of Funds	**16 percent**
The State uses the Pell and Bureau of Indian Affairs counts to determine the funding level for postsecondary institutions.	
1. The number of students in each postsecondary institution enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA grants divided by the total number of students in Oklahoma postsecondary institutions enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA grants **equals the percentage of students at each postsecondary institution who are enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA grants.**	
2. The percentage for each institution in #1 multiplied by the State postsecondary allocation **equals the allocation for each postsecondary institution.**	

4. Reserve funds will be allocated to eligible recipients on a competitive basis and will include the following projects: Career Academies, Gateway to Technology, Guidance and Advisement for CTE Students, *High Schools That Work* (new sites), Mentoring for Underrepresented Students, Priority Career Majors, Summer Bridge Program, and Tech Now.

5. Beginning with FY2008, the reserve funds are used by districts and institutions in rural areas or those with high percentages or high numbers of students served by Career and Technology Education or in associate in applied science degree programs. Only secondary and postsecondary fiscal agents, consortia, and cooperatives that meet the requirements for the minimum Title I amounts are eligible for these funds. Eligible recipients participating in the supplemental grants must (1) meet the definition of rural and sparsely populated, based on the definition by the Oklahoma State Department of Education, or (2) serve high numbers or high percentages of CTE students. The amount is distributed on a competitive basis, awarded to each school district, consortia, technology center cooperative, or postsecondary institution that adequately meets the criteria for each project.

6. Eligible recipients requesting a waiver of the minimum grant amount must meet the requirements of Section 131(c)(2) (secondary) and/or 132 (a)(4) postsecondary. The ODCTE will define

secondary waiver eligibility by using NCES and SDE data elements to identify districts that are rural and sparsely populated. An additional requirement to identify being unable to enter into a consortium requires that the LEA be located more than 35 miles from another LEA or technology center.

The State has few requests for waivers from eligible recipients or local educational agencies. The ability to meet the criteria of being rural and sparsely populated and unable to enter into a consortium for the purposes of providing services is evaluated on an individual basis by ODCTE Perkins implementation staff.

A. EDGAR Certifications

Written and signed certification that provide

(a) The Oklahoma State Board of Career and Technology Education is the eligible agency to submit the Oklahoma State Plan. {70 O.S. 1991, §14-104 as amended} [34 CFR 76.104(a)(1)]. The administration, supervision, and operation of career and technical education are delegated to the State Director, Oklahoma Department of Career and Technology Education.

(b) The Oklahoma Department of Career and Technology Education has been delegated the authority under State law, 70 O S. 1991, §14-104 as amended, to administer, supervise, and operate career and technical education in the performance of the functions of the State under the Program. [34 CFR 76.104(a)(2)]

(c) The Oklahoma Department of Career and Technology Education may legally carry out the provisions of the plan. [34 CFR 76.104(a)(3)]

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

(e) Dr. Phil Berkenbile, State Director of the Oklahoma Department of Career and Technology Education and the Executive Officer of the Board, has authority under State law, 70 O.S. 1991, §14-104 as amended, to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

(f) Ms. Sandy Garrett, State Superintendent of Public Instruction and Chairman of the State Board of Career and Technology Education, has authority to submit the plan. {70 O.S. 1991, §14-104 as amended} [34 CFR 76.104(a)(6)]

(g) The Oklahoma State Board of Career and Technology Education has adopted or formally approved the plan on March 27, 2008 [34 CFR 76.104(a)(7)]

(h) The plan is the basis for Oklahoma's operation and administration of the program. [34 CFR 76.104(a)(8)]

3/13/08
Date

Phil Berkenbile, Ed.D., State Director, Oklahoma Department of Career and Technology Education and Executive Officer of the Board

3/13/08
Date

Sandy Garrett, State Superintendent of Public Instruction and Chairman of the State Board of Career and Technology Education

Other Assurances

1 Oklahoma does not participate in the State Intergovernmental Review Process as allowed by Executive Order 12372; (34 CFR 79)

2 A completed and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements are included with the Oklahoma State Plan.

3 A completed and signed Assurance for Non-Construction Programs Form is included with the Oklahoma State Plan

4 The State Plan stating that the Oklahoma Department of Career and Technology Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs [Sec 122(c)(11)]

5 None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization [Sec 122(c)(12)]

6 Oklahoma will waive the minimum allocation as required in section 131(c)(1) in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Section 131 (c)(2)]

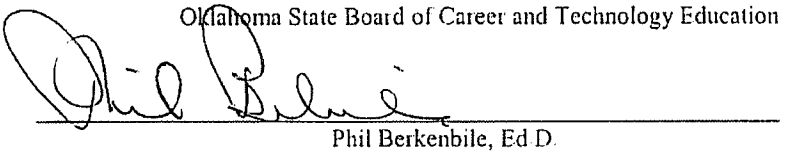
7 Oklahoma will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year [Sec 323(a)]

8 Oklahoma and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extend practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Sec 317(a)]

9 Except as prohibited by State or local law, an Oklahoma eligible recipient may, upon written request, shall use funds made available under this Act to provide for meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec 317(b)(1)]

10 Oklahoma eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools [Sec. 317(b)(2)

Oklahoma State Board of Career and Technology Education



Phil Berkenbile, Ed D.
State Director

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

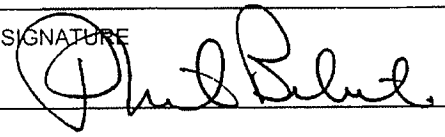
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Oklahoma Department of Career and Technology Education	Carl D Perkins Career and Technical Education Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Phil Berkenbile, Ed D , State Director	
SIGNATURE 	DATE March 27, 2008

ED 80-0013

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest Applicants should also review the instructions for certification included in the regulations before completing this form Signature of this form provides for compliance with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants) " The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. **Lobbying:** As required by Section 1352, Title 31, of the U S Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000 as defined at 34 CFR Part 82 105 and 82 110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly

2. **Debarment, Suspension, and Other Responsibility Matters:** As required by Executive order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85-110-

A The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application

3. **Drug-Free Workplace: (Grantees Other Than Individuals)** As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85 605 and 85 610-

A The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about—

(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—

(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U S. Department of Education, 400 Maryland Avenue, SW (Room 3124, GSA Regional Office building No 3), Washington, DC 20202-4571 Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f)

B The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here

Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85 605 and 85 610 -

A As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S Department of Education, 400 Maryland Avenue, S W (Room 3124, GSA Regional Office Building No 3), Washington, DC 20202-4571 Notice shall include the identification number(s) of each affected grant

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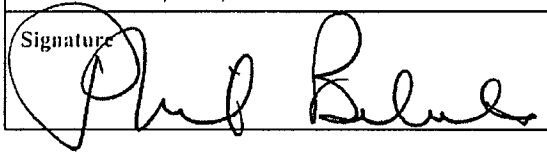
As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications

Name of Applicant	PR/Award Number and/or Project Name
Oklahoma Department of Career and Technology Education	Carl D Perkins Career and Technical Education Act of 2006
Printed Name and Title of Authorized Representative	
Phil Berkenbile, Ed D, State Director	
Signature	**Date**
	**March 27, 2008**

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget. Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program If you have questions, please contact the awarding agency Further, certain Federal awarding agencies may require applicants to certify to additional assurances If such is the case, you will be notified

As the duly authorized representative of the applicant I certify that the applicant:

1 Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application

2 Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives

3 Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain

4 Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency

5 Will comply with the Intergovernmental Personnel Act of 1970 (42 U S C §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C F R 900, Subpart F)

6 Will comply with all Federal statutes relating to nondiscrimination These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P L 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U S C §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U S C §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U S C §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P L 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P L 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U S C §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U S C § 3601 et seq), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application

7 Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P L 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases

8 Will comply, as applicable, with the provisions of the Hatch Act (5 U S C §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds

9 Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U S C §§276a to 276a-7), the Copeland Act (40 U S C §276c and 18 U S C §§874) and the Contract Work Hours and Safety Standards Act (40 U S C §§ 327-333), regarding labor standards for federally assisted construction subagreements

10 Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P L 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more

11 Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P L 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U S C §§1451 et seq); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U S C §§7401 et seq); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P L 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended. (P L 93-205)

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U S C §§1721 et seq) related to protecting components or potential components of the national wild and scenic rivers system

13 Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U S C §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U S C §§469a-1 et seq)

14 Will comply with P L 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance

15 Will comply with the Laboratory Animal Welfare Act of 1966 (P L 89-544, as amended, 7 U S C §§2131 et seq) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance

16 Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U S C §§4801 et seq) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures

17 Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No A-133, "Audits of States, Local Governments, and Non-Profit Organizations "

18 Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Phil Berkenbile, Ed D	TITLE State Director
APPLICANT ORGANIZATION Oklahoma Department of Career and Technology Education	DATE SUBMITTED March 27, 2008

Part B: Budget Forms

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(Federal Funds for FY2008 Provided Pending Availability of FY2009 Funding Information)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$ 15,709,771
B. Amount of Title II Tech Prep Funds to Be Consolidated With Title I Funds	$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$ 15,709,771
D. Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	$ 13,353,305
1. Reserve (*not more than 10% of Line D*)	$ 1,335,331
a. Secondary Programs (10 % of *Line D*)	$ 1,335,331
b. Postsecondary Programs (0 % of *Line D*)	$ 0
2. Available for formula allocations (*Line D minus Line D.1)*	$ 12,017,974
a. Secondary Programs (84 % of *Line D.2*)	$ 10,095,098
b. Postsecondary Programs (16 % of *Line D.2*)	$ 1,922,876
E. State Leadership (not more than 10%) (*Line C x 10 %)*	$ 1,570,977
1. Nontraditional Training and Employment ($ 70,000) 2. Corrections or Institutions ($ 157,098)	
F. State Administration (not more than 5%) (*Line C x 5 %*)	$ 785,489
G. State Match *(from non-federal funds)*[1]	$ 785,489

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $ 1,571,037

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $ 0

C. Amount of Title II Funds to Be Made Available For Tech Prep (*Line A less Line B*) $ 1,571,037

D. Tech Prep Funds Earmarked for Consortia $ 1,506,037

1. Percent for Consortia
(*Line D divided by Line C*) [95.9 %]

2. Number of Consortia TBD

3. Method of Distribution (*check one*):

__X__ Formula
_____ Competitive

E. Tech Prep Administration $ 65,000

1. Percent for Administration
(*Line E divided by Line C*) [4.1 %]

Part C: Accountability Forms

I. DEFINITIONS OF STUDENT POPULATIONS

Secondary Level:

CTE Participant: A secondary student who has enrolled in less than 360 course hours (3 Carnegie units of credit) in a single career and technical education (CTE) pathway.

CTE Concentrator: A secondary student who has enrolled in three (3) or more credits in a single CTE pathway.

A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma.

Adult Level:

CTE Participant: An adult technology center student who has enrolled in less than 360 course hours in a single career pathway.

CTE Concentrator: An adult technology center student who: (1) has enrolled in 360 or more course hours within a single career pathway that terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a CTE career pathway course sequence of less than 360 course hours that terminates in an industry-recognized credential, a certificate, or a degree.

An adult level student is enrolled in a technology center career pathway.

Postsecondary Level:

CTE Participant: A postsecondary student who has earned one (1) or more semester credit hours in any CTE program area.

CTE Concentrator: A postsecondary student who (1) completes at least 30 academic or CTE credit hours toward a certificate or associate in applied science degree program that is comprised of 30 or more academic and technical credit hours; or (2) completes a short-term CTE program sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree. Note: 30 credit hours are based on 50 percent of a typical associate in applied science (AAS) degree program length.

A postsecondary credit is the instructional time equal to requirements to earn a college credit in Oklahoma.

II. IDENTIFICATION OF MEASUREMENT DEFINITIONS/APPROACHES

See Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms.

III. BASELINE DATA

See Column 4 of the Final Agreed Upon Performance Levels (FAUPL) forms.

IV. PERFORMANCE LEVELS

See Columns 5 and 6 of the Final Agreed Upon Performance Levels (FAUPL) forms.

V. STATE CONFIRMATION OF FINAL AGREED UPON PERFORMANCE LEVELS

The agreed upon adjusted performance levels as provided by the USDE in Oklahoma's FAUPL form will be implemented for the first two program years of the State Plan beginning July 1, 2008.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) – OKLAHOMA
Approved 6/18/08

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 **Academic Attainment – Reading/Language Arts** **113(b)(2)(A)(i)**	**Numerator:** Number of Oklahoma students who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB, based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education. **Denominator:** Number of Oklahoma students who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	**State and Local Administrative Records**	**B: 768 (API)** **51.00%** **A:**	**L: 914 (API)** **51.00%** **A:**	**L: 914 (APE)** **51.00%** **A:**
1S2 **Academic Attainment - Mathematics** **113(b)(2)(A)(i)**	**Numerator:** Number of Oklahoma students who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education. **Denominator:** Number of Oklahoma students who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	**State and Local Administrative Records**	**B: 790 (API)** **53.00%** **A:**	**L: 932 (API)** **62.00%** **A:**	**L: 932 (API)** **62.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who passed a state-approved technical skill attainment assessment that is aligned with industry-recognized standards during the reporting year. **Denominator:** Number of CTE concentrators who took a state-approved technical skill attainment assessment during the reporting year.	**State and Local Administrative Records**	**B: 45.30%**	**L: 45.30%** **A:**	**L: 50.00%** **A:**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma, earned a GED or other state recognized equivalent or earned a proficiency credential, certificate or degree, in conjunction with a secondary school diploma during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 94.80%**	**L: 94.80%** **A:**	**L: 95.30%** **A:**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of Oklahoma students who, in the reporting year, were included as graduated in the State's computation of its graduation rate as defined by the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of Oklahoma students who, in the reporting year, were included in the State's computation of its graduation rate as defined by the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**Local Administrative Records**	**B: 75.00%**	**L: 75.00%** **A:**	**L: 77.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of secondary CTE concentrators who left secondary education and were placed in postsecondary education, advanced education, employment, and/or military in the second quarter following the program year in which they left secondary education. **Denominator:** Number of secondary CTE concentrators who are included in the ODCTE follow-up process who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 95.00%**	**L: 95.00%** **A:**	**L: 96.00%** **A:**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**National, State and Local Administrative Records**	**B: 35.62%**	**L: 35.62%** **A:**	**L: 38.00%** **A:** **Will re-calculate at end of FY08 with new non-traditional programs list.**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**National, State and Local Administrative Records**	**B: 30.37%**	**L: 30.37%** **A:**	**L: 33.00%** **A:** **Will re-calculate at end of FY08 with new non-traditional programs list.**

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) - OKLAHOMA

B. ADULT LEVEL (Technology Centers)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE/technical concentrators who passed, a state-approved technical skill assessment that is aligned with industry-recognized standards, where available and appropriate during the reporting year. **Denominator:** Number of CTE/technical concentrators who took a state-approved technical skill assessment during the reporting year.	**National, State and Local Administrative Records**	**B: 45.30%**	**L: 45.30%** **A:**	**L: 51.00%** **A:**
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE/technical concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE/technical concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 84.96%**	**L: 84.96%** **A:**	**L: 85.96%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3A1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE/technical concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE/technical concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Records**	**B: 43.83%**	**L: 43.83%** **A:**	**L: 50.00%** **A:**
4A1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE/technical concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education. **Denominator:** Number of CTE/technical concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 92.81%**	**L: 92.81%** **A:**	**L: 94.31%** **A:**
5A1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE/technical participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE/technical participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 12.79%**	**L: 12.79%** **A:**	**L: 14.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5A2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE/technical concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE/technical concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 13.25%**	**L: 13.25%** **A:**	**L: 15.00%** **A:**

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) - OKLAHOMA

B. POSTSECONDARY LEVEL (Collegiate)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE/technical concentrators who passed a state-approved technical skill assessment that is aligned with industry-recognized standards, where available and appropriate during the reporting year. **Denominator:** Number of CTE/technical concentrators who took a state-approved technical skill assessment during the reporting year.	**National, State and Local Administrative Records**	**B: 70.00%** *** These data have never been collected. Oklahoma will need to survey the higher education institutions for counts and pass rates of test takers.**	**L: 70.00%** **A:**	**L: 70.50%** **A:**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE/technical concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE/technical concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 43.54%**	**L: 43.54%** **A:**	**L: 44.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE/technical concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE/technical concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Records**	**B: 72.15%**	**L: 72.15%** **A:**	**L: 73.00%** **A:**
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE/technical concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education. **Denominator:** Number of CTE/technical concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 75.00%** *** The previous placement measure applied to graduates only and considered employment within five quarters. Data based on concentrators only will not be available until fall 2008.**	**L: 75.00%** **A:**	**L: 76.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline DATA Year 05-06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE/technical participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE/technical participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 14.99%** *** Under Perkins IV, the measure will apply to CTE participants, not necessarily those students pursuing an AAS degree.**	**L: 14.99%** **A:**	**L: 17.00%** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE/technical concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE/technical concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 12.18%**	**L: 12.18%** **A:**	**L: 17.00%** **A:**