Strengthening Career and Technical Education for the 21st Century Act

Plan approved by Oklahoma Board of Career and Technology Education
February 20, 2020
Plan approved by Governor’s office March 23, 2020
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# Abbreviations, Acronyms and Council/Committees

## Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>Ag. Ed.</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>BMITE</td>
<td>Business, Marketing and Information Technology Education</td>
</tr>
<tr>
<td>CAC</td>
<td>Career and Academic Connections</td>
</tr>
<tr>
<td>CLNA</td>
<td>Comprehensive Local Needs Assessment</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CTSO</td>
<td>CareerTech Student Organization</td>
</tr>
<tr>
<td>DOC</td>
<td>Department of Corrections</td>
</tr>
<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
</tr>
<tr>
<td>FCS</td>
<td>Family Consumer Science</td>
</tr>
<tr>
<td>HSTW</td>
<td>High Schools That Work</td>
</tr>
<tr>
<td>ICAP</td>
<td>Individual Career Academic Plan</td>
</tr>
<tr>
<td>JobsEQ</td>
<td>Oklahoma workforce database used by all workforce development agencies</td>
</tr>
<tr>
<td>K-12</td>
<td>Comprehensive schools grades Kindergarten – 12th</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>Master Educator</td>
<td>ODCTE online learning management system</td>
</tr>
<tr>
<td>ODCTE</td>
<td>Oklahoma Department of Career and Technology Education</td>
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<tr>
<td>Oklahoma Works</td>
<td>Organization that administers WIOA</td>
</tr>
<tr>
<td>OSDE</td>
<td>Oklahoma State Department of Education</td>
</tr>
<tr>
<td>PK</td>
<td>Pre-Kindergarten</td>
</tr>
<tr>
<td>Skills Centers</td>
<td>ODCTE school system within Oklahoma correctional facilities</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>T&amp;I</td>
<td>Trade and Industrial Education</td>
</tr>
<tr>
<td>TAV</td>
<td>Technical Assistance Visits</td>
</tr>
<tr>
<td>TCTW</td>
<td>Technology Centers That Work</td>
</tr>
</tbody>
</table>
The Answers  The Answers to Your Questions—Plus Examples and Definitions

WBL  Work-Based Learning

WIOA  Workforce Innovation and Opportunity Act represented through Oklahoma Works

Councils and Committees

- **Business and Industry Committee**  The State Director of Oklahoma CTE meets annually, sometimes twice a year, with a committee of business representatives to get their input to workforce needs.

- **CLNA Advisory Committee**  K-12, technology center and postsecondary representatives who provided input into development of the Comprehensive Local Needs Assessment.

- **Deputy State Director Instructional Leaders Committee**  A group of school instructional leaders who give annual input to the Deputy State Director that manages the Educational Services Division.

- **Governor’s Council**  Oklahoma’s formal workforce development committee comprised of top leaders in education, Employment Security Commission, Workforce Development and State Department of Commerce. This council has the responsibility to help Oklahoma achieve a top 10 state status.

- **Local Advisory Committees**  Each local program has a formal occupational advisory committee where the majority of the group is comprised of representatives of occupations for which the program is training.

- **Stakeholder Panels**  During the seven CLNA training sessions, panels representing various stakeholders such as business and industry, homeless students and so on discussed their needs and answered questions.

- **State Director Student Advisory Committee**  A group of students who meet twice a year to discuss their education and career development needs.
II. Narrative

Oklahoma Career and Technology Education (CTE) is pleased to present our State Plan for the “Strengthening Career and Technical Education for the 21-Century Act” (Perkins V) federal grant. The Oklahoma Department of Career and Technology Education (ODCTE) worked with partners and stakeholders throughout the state to build a State Plan, Comprehensive Local Needs Assessment (CLNA), and companion document titled *The Answers to Your Questions—Plus Examples and Definitions* (hereafter called *The Answers*).

**Oklahoma System CTE Overview**

In order to assist the reader, here is a brief overview of the state’s CTE system. Oklahoma delivers a comprehensive system of CTE and workforce development across the state. This takes place through a network of five delivery systems

1. **Prekindergarten – 12th grade** school districts are educational entities governed by the Oklahoma State Department of Education (OSDE) that provide instruction for secondary students. Career awareness, exploration and work-based learning experiences take place in 394 K-12 school districts. In FY19, 1,358 CTE teachers were employed in K-12 schools that receive financial assistance and program support from ODCTE. More than 135,000 students participated in CTE programs.

2. **Technology Centers** Oklahoma has 29 technology centers with 58 campuses. Technology centers provide educational experiences for secondary and post-secondary students—31,417 secondary and postsecondary students were served in FY19. Additionally, they provide customized training to local businesses and industry and provide guidance, resources and facilities to startup companies through their business incubators.

**Program Offerings**

Programs in K-12 and technology centers

- Agricultural Education (Ag. Ed.)
- Business, Marketing and Information Technology Education (BMITE)
- Family Consumer Science (FCS)
- Health Careers
- STEM
• Trade and Industrial Education (T&I)

Technology centers also offer options for advanced academic courses.

Oklahoma CTE offers postsecondary programs through the technology centers and partners with higher education to provide programs in colleges that offer an Associate’s Degree.

3. **Skills Centers** offer specialized occupational training to secondary and post-secondary offenders within correctional facilities throughout the state. Offenders are trained (2,071 enrollments in FY19) in several areas, including transportation, distribution and logistics; construction; machining; auto service; and business and information technology. These services are offered in coordination with the Oklahoma Department of Corrections and the Oklahoma Office of Juvenile Affairs.

4. **Business and Industry Services** helps companies expand and improve operations by providing customized training and organizational development opportunities through technology centers. Economic development resources include training for industry programs for new, existing and growing companies as well as funding for volunteer firefighter training and for safety and health training. Our agricultural business management and small business management services and incubators provide entrepreneurial consulting and training across the state. The Oklahoma Bid Assistance Network assists companies with contracting with local, state, federal and tribal governments. These programs are not funded by Carl Perkins dollars.

5. **Adult Basic Education (ABE)** ODCTE oversees adult basic education for the state of Oklahoma. The program includes high school subjects, English as a second language, citizenship and English literacy and civics education. It enables adults to become employable, productive and responsible citizens, workers and family members, and it empowers individuals to become self-sufficient and to obtain the necessary skills for future employment and success. Adult education assists adults in obtaining their secondary school diplomas. While ABE is not funded by Perkins, students are encouraged to participate in CTE programs.

6. **Postsecondary Partners** Colleges and universities that receive Carl Perkins funds to equip students with academic and technical skills.

As demonstrated in the above narrative, Oklahoma CTE works in partnership with numerous workforce development agencies. A more detailed explanation of collaboration is described in Section B – *Program Administration and Implementation* as well as throughout the state plan.

Throughout the plan many advisory councils and committees are referenced. These groups are active and meet on a regular basis. Their purpose is to provide venues for continual collaboration and stakeholder input. For your reference and convenience, a list of the groups and their purpose is in the *Abbreviations, Acronyms, Organizations, and Committees* list immediately following the Table of Contents.

### A. PLAN DEVELOPMENT AND CONSULTATION

1. **State Plan Developed in Consultation with Stakeholders**

Oklahoma designed the process for gathering stakeholder input on the principle of ease and convenience for individuals to share their thoughts related to components of Perkins V. Thus, the state used several mediums to
gain input—advisory committee meetings, surveys, stakeholder panels, town hall meetings, plus many face-to-face discussions. Throughout the year, ODCTE made a specific point to include all represented groups stated in the legislation.

Stakeholder input started with development of the Comprehensive Local Needs Assessment (CLNA) and the companion document, *The Answers*, a document that answers common questions and provides examples, directions for completing the CLNA and Perkins V definitions (see Appendices 1 and 3). A CLNA committee representing K-12 schools, technology centers and colleges reviewed an initial draft of the needs assessment and provided input to make it more relevant to the applicants and user-friendly. The same group participated in the CLNA training pilot test where several additional suggestions were implemented as well as changes to *The Answers*.

ODCTE conducted six CLNA training sessions across Oklahoma that included stakeholder panels representing business and industry, special populations, counselors and members of local workforce boards. The panels served as stakeholder input for both the state plan and the CLNA participants.

To obtain teacher and administrator input, ODCTE administered three surveys to staff in K-12 schools, technology centers and postsecondary organizations.

To gather the required public input for the State Plan, Oklahoma divided the state into four quadrants and held town hall meetings in each one. There were 1,136 individual invitations emailed, as well as 578 invitations sent to Carl Perkins eligible recipients.

The following table summarizes key points by stakeholder representatives and the medium used for input:

<table>
<thead>
<tr>
<th>Stakeholder Representatives</th>
<th>Form of Input</th>
<th>Summarized Key Points</th>
</tr>
</thead>
</table>
| Administrators and counselors in K-12, technology centers and postsecondary | **Survey Two** Teacher professional development needs—58 responses  
**Survey Three** ODCTE assistance in academic integration, work-based learning, equity and access, and performance targets—55 responses  
**Meeting** Concentrator definition, four-year application, stakeholder input, CLNA, performance targets, work-based learning—85 participants | 1. ODCTE needs to provide technical assistance in terms of data reporting to schools  
2. ODCTE to provide the schools with  
   - Best practices of academic and technical skill integration  
   - Examples of work-based learning  
   - Techniques to implement work-based learning especially in rural areas with limited resources  
   - Teacher training on work-based learning  
3. In terms of equity and access, schools need  
   - Career marketing materials targeting students and parents  
   - Training on techniques for recruiting students  
4. Performance target results are in Section D—*Accountability for Results*  
5. Postsecondary representatives requested that ODCTE develop a second local application using language that represents their process and students |
| Teachers | **Survey One** Teacher professional development needs—485 responses | 6. Teachers did not report a definitive need for professional development in any area (definitive need: need + strong need ≥ 50 percent). |
## Stakeholder Input

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<thead>
<tr>
<th>Stakeholder Representatives</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselors</strong></td>
<td>• CLNA Counselor and special population panelist</td>
<td>7. A resource list of agencies and organizations to help students and families in times of need was shared and an example will be posted on the Perkins V website for schools to use in developing their own district list</td>
</tr>
<tr>
<td><strong>Out-of-School Youth Homeless Children At-Risk Youth</strong></td>
<td>• CLNA Assistant principal panelist working with this population</td>
<td>8. Ways to identify homeless students  • Youth who hang out in the cafeteria looking for food  • Students who spend extensive time in sheltered areas of the school that provide protection for the weather  • Look on their social media to see if they are spending nights in several different places</td>
</tr>
<tr>
<td><strong>Business and Industry</strong></td>
<td>• CLNA Training Business and industry panels</td>
<td>9. The predominant input from business and industry panels was the importance of developing student soft skills  • Ability to demonstrate accountability  • Reliable attendance—on-time and ready to work  • Teamwork, especially for the assembly line  • Positive attitude  • Coachable—able to receive feedback  Junior Achievement was also suggested as an organization that may have resources to address student labor law issues</td>
</tr>
<tr>
<td><strong>Workforce Board</strong></td>
<td>• CLNA One Stop panelists</td>
<td>10. Transportation resources for families with one car  • Bus passes for students in cities  • Several Indian Tribes provide assistance to students</td>
</tr>
<tr>
<td><strong>Rural Superintendents</strong></td>
<td>• State Director Meeting</td>
<td>11. Programs, Career Pathways and Programs of Study  • Schools need assistance in finding solutions for soft skills development  • Administrators need more information about available certifications and refreshing current CareerTech programs  12. Access and Equity for All  • What new and innovative ways are there to provide students with work-based learning experiences, i.e., perform content work online and project activities in classroom, evening and weekend classes, etc.  • Schools need resources and examples to address labor issues so that all students can participate in industry work-based learning experiences.  • Need more emphasis marketing for occupations that are local or in the state  13. Teacher Recruitment and Retention  • What options are available for schools to engage more in externships for teachers</td>
</tr>
</tbody>
</table>
## Stakeholder Input

<table>
<thead>
<tr>
<th>Stakeholder Representatives</th>
<th>Form of Input</th>
<th>Summarized Key Points</th>
</tr>
</thead>
</table>
| **Students**                | **Advisory Committee** State Director of CareerTech Student Advisory Committee | 14. Need to provide various materials for the CTSO officers to cross pollenate the importance of CareerTech at the individual Spring conferences.  
15. Podcast to reach more students and provide more access  
16. The importance of certifications needs to be outlined more specifically with wages and specific jobs in Oklahoma  
17. More students need to use okcareerguide.com  
18. To increase access, K-12 schools need to provide more connectivity to business—Not through big production, but through constant contact  
19. Internships and work-based learning has been invaluable in my CTE program |
| **Town Hall Meetings—All stakeholders** | **Four Meetings**  
1,714 invitations emailed to representatives of stakeholder categories | 20. Programs, Career Pathways and Programs of Study  
- Schools reiterated business and industry’s needs for teaching students soft skills that include transportable skill sets such as critical thinking, ethical reasoning, creativity, problem solving and customer service  
- Schools need assistance in finding solutions for soft skills development, i.e., CTSO experiences, integration into curriculum, a soft skills template that can be used in all programs  
- Administrators and instructors need more information about available certifications  
- What free occupation curriculum is available to schools  
21. Access and Equity for All  
- What new and innovative ways are there to provide students with work-based learning experiences, i.e., perform content work online and project activities in classroom, evening and weekend classes, etc.  
- Schools need resources and examples to address labor issues so that all students can participate in industry work-based learning experiences  
- Need more emphasis on marketing for occupations that are local or in the state  
- Junior Achievement is a resource for helping with work-based learning  
- Participant suggested using the school systems various departments for students to obtain work-based learning and foundational skills curriculum  
- Investigate statewide licensing agreements for products such as certifications, soft skills training, etc.  
22. Teacher Recruitment and Retention  
- Use Oklahoma’s Teaching and Training pathway to recruit students who demonstrate a passion for teaching and assist them in their progress through the program of study |
<table>
<thead>
<tr>
<th>Stakeholder Representatives</th>
<th>Form of Input</th>
<th>Summarized Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• It is easy to recruit for technical skills, schools need more assistance with developing the pedagogy training</td>
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<tr>
<td></td>
<td></td>
<td>• Schools need to engage more in summertime externships for teachers that range from one to eight weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Need examples of best practices in teacher recruitment especially for minorities in rural areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is it possible to provide college classes for teachers in the school rather than traveling to a university?</td>
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<tr>
<td></td>
<td></td>
<td>• First-year instructors need crash course in pedagogy</td>
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<tr>
<td></td>
<td></td>
<td>• Professional development should be low cost to instructor</td>
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To continue to gather valuable stakeholder input, the Federal Legislation Manager who oversees the Carl Perkins grant plans to develop a Carl Perkins Advisory team that will meet twice a year to review performance measures and give input into ODCTE’s Perkins grant system. Team members will represent the K-12, technology centers and postsecondary local grant recipients as well as many of the stakeholder representatives.

Oklahoma’s response to key points from stakeholder input include:

- **Work-Based Learning** - Professional development staff and content experts will design and conduct training as well as technical assistance for schools on this topic. In November 2019, ODCTE hired a statewide work-based learning liaison who serves as a connection between business/industry and CTE educators. Fulfilling Perkins V legislation, Oklahoma will start collecting data related to work-based learning experiences. ODCTE is also investigating a variety of tools to assist schools in work-based learning activities and data collection.

ODCTE is currently designing an online *CareerTech Work-Based Learning Manual* that is a how-to guide with suggestions and tools for planning and implementing specific WBL activities. While district or school priorities for implementing WBL may vary, as will the variety of local employers with which to partner, the manual provides information that will help in implementing each activity in the context of the complete WBL continuum. Chapters include guest speakers, workplace tours, college and career fairs, informational interviews, job shadowing, internships, teacher workplace tours and teacher externships.

Each chapter provides more detailed information about a specific WBL activity: ideas on which stakeholders to engage; a suggested implementation timeline; resource templates and tools; and links for more information. In addition, each WBL activity chapter provides ideas for student preparation as well as suggestions for employer preparation. The timelines and tools in the manual are suggested best practices that should be adapted to suit the specific needs of the participating schools and employers. For example, what works well in a larger, urban district may need to be scaled down to fit more rural communities that have fewer employers spread across greater distances.
In addition, training sessions will be offered to teachers and other school staff explaining how to use the manual effectively.

- **Flexible Teacher Educator System** - ODCTE is collaborating with universities to design options for online classes and courses that are shorter rather than stretching out through an entire semester. Similarly, ODCTE just implemented an online learning management system—**Master Educator** that has a database of more than 7,000 courses. The WBL Manual, other WBL courses and teacher educator courses are included with more to be added. At the same time, this system has courses that apply to everyone in the CTE system. Additionally, first-year teacher development programs are in place in response to flexible development and retention.

- **Professional Development** - Through an analysis of all stakeholder input, the Professional Development Division is designing a training plan to assist educators on soft skills development in the classroom; access and equity for all, including special populations; as well as other key training.

- **Certifications** - To assist schools and students, the Standards and Assessment Division is creating badges for earned certifications (component of the program of study) that can be posted on digital resumes. By clicking on the badge, a potential employer will be directed to a website that lists the skills tested for the student to earn the badge.
  - Furthermore, Oklahoma is enhancing processes to collect certification data in real time.
  - Through the JobsEQ database, ODCTE is able to present detailed reports related to workforce needs from state to county levels. To assist with program development, a school is able to request a report detailing certifications needed at the local level. See example for Skills Gap by County in Figure 3.
Data Collection - Heightened communication and training initiatives will be implemented to assist educators in reporting data including the newly required subpopulations.

Postsecondary schools will now receive CLNA training every two years as a group rather than combined with secondary schools. ODCTE drafted a local application unique to postsecondary terms and requirements. A draft was submitted to local applicants for their review. The final document will be used with the FY21 local application.

Career Exploration opportunities are currently available to CTE students in middle grades. Middle grades CTE is primarily available in Ag. Ed. (beginning at 8th grade), STEM, BITE, and working on expanding the opportunities for T&I students.

Secondary/Postsecondary Split Oklahoma is changing the secondary/postsecondary Carl Perkins funding split from 84/16 to 85/15, respectively, to allow more funding to flow to secondary schools to address the increased need for career exploration in the middle grades.

Governor Input
On January 7, 2020, a draft document of the state plan was presented to the Governor for input. An email giving the Governor’s approval was received March 23, 2020.

Stakeholder Procedures
Following are stakeholder input policies and procedures that apply to ODCTE and all local applicants.

1. Identify representatives for each of the categories listed in the Stakeholder Table.
2. Invite representatives via multiple mediums such as email, school’s online calendar, text, parent portals, etc.
   a. Invitations must include the meeting date, time and location.

3. Input may be sought through a variety of methods:
   a. ODCTE CLNA training sessions
   b. One large meeting
   c. Advisory committee meetings, i.e., programs, business and industry, academic, etc.
   d. Focus groups
   e. Student and parent surveys
   f. Listening sessions

4. For monitoring purposes, the applicant must maintain:
   a. Copies of invitations to meetings
   b. Sign-in sheet as evidence of attendees
   c. Copies of surveys
   d. List of groups who received the survey

2. Consultation with State Agencies
   There is a strong working relationship between the ODCTE State Director, the Chancellor of Oklahoma Regents for Higher Education and the Superintendent of Public Instruction at the Oklahoma State Department of Education (OSDE). Therefore, consultation with both entities regarding the amount and use of funds reserved for career and technical education for adult, postsecondary and secondary will occur during the public comment period. ODCTE is the state agency responsible for adult education in Oklahoma and therefore ensures appropriate braiding of funds when applicable.

3. Public Comment in Person and in Writing
   ODCTE posted the state plan, including performance measures targets, on the internet for public feedback January 13 – February 13. A banner encouraging public comment and a link to the plan, CLNA and local application was on the first page of ODCTE’s website during the open comment period. Moreover, more than 575 emails were sent to individuals who participate in the local grant process seeking their input.

In accordance with the legislation, the online documents included numerous links to a survey for readers to give online feedback. Additional methods for giving feedback were posted as well.

<table>
<thead>
<tr>
<th>Email:</th>
<th>Telephone:</th>
<th>In Person or via Mail:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:alice.rushmore@careertech.ok.gov">alice.rushmore@careertech.ok.gov</a></td>
<td>Alice Rushmore 405.743.5193</td>
<td>Oklahoma Department of Career and Technology Education 1500 W. 7th Avenue Stillwater, OK 74074</td>
</tr>
</tbody>
</table>

The Oklahoma Board of Career and Technical Education received an initial draft for their review at the December 2019 board meeting. February 20 the Board approved the plan.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION
1. State’s Vision for Education and Workforce Development

a) Summary of state-supported workforce development activities

In 2019, Governor Stitt set a goal to **propel Oklahoma into a top 10 state in workforce development**. To achieve this benchmark, the Governor’s Council was formed with the charge to **identify and propose modifications, which lead to a highly visible and highly effective workforce development system**. Committee members represented a **core of top leaders in education** such as the State Director of CareerTech, State Superintendent of Public Instruction and the Chancellor of Higher Education; other committee members represented the Employment Security Commission, Workforce Development and State Department of Commerce. The group collaborated to establish nine strategies as depicted in **Table 2**. These strategies encompass the goals for OSDE, ODCTE and Oklahoma Works Together. As collaborators, the strategic goals/activities complement each other to equip Oklahomans with the skills necessary for a competitive global market.

**Table 2 Oklahoma Workforce Development**

<table>
<thead>
<tr>
<th><strong>OSDE Activities and Related ESSA Goals</strong></th>
<th><strong>ODCTE Strategic Goals</strong></th>
<th><strong>Oklahoma Works Together Strategic Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve academic success</td>
<td>1. Provide Oklahomans with skills and abilities needed to enter the workforce and postsecondary education</td>
<td>1. Increase Oklahoma’s labor force participation rate from 60 to 65 percent</td>
</tr>
<tr>
<td>100% of high school freshmen have an Individual Career Academic Plan (ICAP) by 2019-20 school year</td>
<td>2. Assure Oklahomans have the knowledge and skills to make informed career choices and be better equipped to enter the workforce</td>
<td>2. Create 50,000 new private sector jobs with an average salary of $55,000 per year</td>
</tr>
<tr>
<td>2. Build exceptional educators in schools</td>
<td>3. Collaborate with key business and educational partnerships to expand economic development and improve education experiences for students, including diverse perspectives and backgrounds</td>
<td>3. Achieve Top Ten status in U.S. unemployment rate</td>
</tr>
<tr>
<td>3. Create engaged communities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alignment of goals to address education and skill obtainment starts with career awareness in PK through third grade. During the fourth through eighth grades, students engage in career exploration that culminates during the freshman year in an Individual Career Academic Plan (ICAP) outlining career and academic activities. As students move through high school, they have the opportunity to develop technical skills by participating in CTE programs. Postsecondary students do the same through the technology centers and colleges.

All students—secondary and postsecondary—develop academic, technical and leadership skills in their programs. In addition, the programs and programs of study outline effective and efficient career pathways.

CTE programs and programs of study are aligned to workforce needs identified by Oklahoma Works Together and ODCTE at both the state and regional levels. To assure alignment of data, all workforce development agencies in the state use the same workforce database—JobsEQ. As a result, although the criteria listed in reports may be different, the data used for creating reports and workforce projections are the same.

Using the same JobsEQ database, ODCTE compiled a report aligned with the 16 national career clusters with five- and ten-year job projections. These reports serve as the data source for aligning programs with state and regional workforce demands. In using career clusters, school administrators and teachers are able to identify labor market needs within their program content areas. By using the same data source and projection data, the CTE labor market analysis aligns to the workforce development board data.

b) State’s strategic vision and goals for an educated skilled workforce

We prepare Oklahomans to succeed in the workplace, in education and in life. This is Oklahoma CareerTech’s mission, a guiding force for decisions and activities within the state’s system. Oklahoma’s Strategic Plan 2019 – 2024 provides four goals with supporting objectives that will direct workforce development through CTE.

Goal 1  Provide Oklahomans with the skills and abilities needed to enter the workforce and postsecondary education.

Objectives

• Expand CareerTech offerings aligned with workforce demands

• Reduce recidivism by expanding and aligning Skills Centers programs with workforce demands

• Expand adult basic education (ABE) to meet the growing demand in Oklahoma

Goal 2  Ensure Oklahomans have the knowledge and skills to make informed career choices and are better equipped to enter the workforce.

Objectives

• Be an integral part of deploying HB 2911, which requires ICAPs for all Oklahoma students

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1 The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students’ academic, career and personal advancement. Source: OSDE
• Increase resources for student engagement with business and industry through job shadowing, work-based learning and career exploration opportunities as outlined in SB 1171 work-based learning legislation
• Inform students, parents and educators about career pathways that align with Oklahoma’s workforce needs
• Expand okcareerguide.org to be the foundation for career awareness and planning for students, parents, educators and business and industry, enhancing partnerships experiences to expand knowledge of Oklahoma careers

Goal 3  Collaborate with key business and educational partnerships to expand economic development and improve education experiences for students, including diverse perspectives and backgrounds.

Objectives

• Expand state advisory councils to directly receive feedback from stakeholders
• Foster Oklahoma industry/education partnerships to expand students’ and teachers’ knowledge of Oklahoma careers through teacher externships and student work-based learning experiences
• Increase partnerships to meet workforce demands by increasing collaboration with other agencies and organizations

Goal 4  Ensure agency operations and services are effective and efficient in meeting stakeholders’ needs and secure resources to maximize our mission.

Objectives

• Aggressively pursue additional resources through multiple avenues to increase CareerTech outcomes
• Ensure agency policies and procedures support efficiency and effectiveness of current resources
• Encourage and support high-quality professional development and employee recognition opportunities
• Ensure multiple communications tools are deployed to keep staff informed

c) Strategy for joint planning and coordination
Joint strategy alignment of federal programs such as ESSA, Perkins V and WIOA occurs to meet the objectives as outlined in Table 2 and Figure 4.
Oklahoma has several examples of partnering and braided funding in terms of federal programs—ESSA, WIOA, and the Higher Education Act. CTE programs in K-12 receive funding from both OSDE and ODCTE to prepare students to enter the workforce or continuing education. Another joint tie is in academic progress where the ESSA performance targets for reading, science and math are used for the Perkins academic performance targets. Numerous technology centers have resource centers that give students assistance in literacy, math and career exploration.

ODCTE, Oklahoma Works and higher education contribute to braided funding in workforce development. All three federal grants are used to equip individuals with technical skills for Oklahoma’s businesses and industry. One place where this is seen is in apprenticeship development. Technology centers with apprenticeship programs work together with Oklahoma Works to develop the programs.

In terms of braided funding, Oklahoma Works One-Stop Centers and technology centers partner to serve the local citizens in workforce development. Additionally the technology centers use a portion of their Perkins funds to support the activities of One-Stop Centers. In some instances, Oklahoma Works field staff offices are located in the technology centers.

d) State leadership funds

Table 3 Use of Oklahoma Leadership Funds

<table>
<thead>
<tr>
<th>Required Uses of Funds Sec. 124(a)(1)</th>
<th>ODCTE Designations and Compliance</th>
</tr>
</thead>
</table>
| Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations | Funding positions—partial and total salaries  
- Disabilities Services Specialist—Coordinates and provides services that enhance opportunities for individuals within special populations to fully participate in CTE. |
### Oklahoma’s Use of Leadership Funds

<table>
<thead>
<tr>
<th>Required Uses of Funds Sec. 124(a)(1)</th>
<th>ODCTE Designations and Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Equity/Diversity Specialist—Proactively develops, implements plans and delivers professional development opportunities and activities that educate and motivate the CTE community to hold diversity and inclusion as core values and to foster a climate that respects and values diversity. Additionally, the Equity/Diversity Specialist provides strategies to assist local recipients with promotion of better gender balance in secondary and postsecondary CTE programs that lead to high-paying jobs.</td>
<td></td>
</tr>
<tr>
<td>- Employment Coordinators (two positions)—Identify and remove transitional barriers facing Skills Centers students prior to and following release from DOC custody. Provide assistance that facilitates re-integration of Skills Centers graduates into society and the workforce.</td>
<td></td>
</tr>
<tr>
<td>- Oklahoma is in the process of opening a female juvenile program with a STEM focus. This program will also offer transition services to re-integrate juvenile offenders who are released from Office of Juvenile Affairs custody.</td>
<td></td>
</tr>
<tr>
<td>Individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities</td>
<td></td>
</tr>
<tr>
<td>- Recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs</td>
<td>- Oklahoma’s approach to the recruitment, preparation and retention of career and technical education professionals is primarily through professional development and our Learning Management System (LMS). There are four partially federal funded positions with responsibility for various professional development activities for CTE teachers, instructional support personnel, and administrators. ODCTE’s LMS assists with master teacher certification by providing courses in performing, growing, modeling and leading with future courses to include classroom management, instructional planning and coaching and mentoring to name a few. The LMS is free of charge to all CTE educators.</td>
</tr>
<tr>
<td>Technical assistance for eligible recipients</td>
<td>- Funding for High Schools That Work (HSTW) and Technology Centers That Work (TCTW) technical assistance visits.</td>
</tr>
<tr>
<td>- The Technical Assistance Visits (TAV) determines the extent to which a school is implementing key research-based practices and has put into place key conditions that support improved student achievement. During the three-day TAV, a team observes classrooms; reviews school data; and holds in-depth interviews with teachers, administrators, students and parents. These activities enable the team to identify promising practices, pinpoint priority improvement areas and suggest related actions. After the visit, the school receives a written report summarizing the team’s findings and a number of recommended actions the school can take to address specific priority areas.</td>
<td></td>
</tr>
<tr>
<td>Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).</td>
<td>- As Oklahoma reviews progress toward meeting our goals and state determined levels of performance, one of the primary gaps identified is in the collection of work-based learning data. While each CTE program includes appropriate and sustained work-based learning experiences, a formal system to collect these experiences is needed. Therefore, to address this gap, ODCTE is researching a software system for work-based learning allowing the experiences to be thoroughly documented at all levels.</td>
</tr>
<tr>
<td>Permissive Uses of Funds Sec. 124(b)</td>
<td>ODCTE Designations and Compliance</td>
</tr>
<tr>
<td>Increasing the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate,</td>
<td>- Funding a Certification Specialist to provide training and resources that will assist CTE teachers, faculty, specialized instructional support personnel, and paraprofessionals with certification.</td>
</tr>
</tbody>
</table>
2. Implement Career and Technical Education Programs and Programs of Study

**Comprehensive local needs assessment process**

Oklahoma’s CLNA (see Appendix 1) plays a significant role in responding to the questions throughout the application; therefore, to assist with the reviewers’ understanding, a quick overview of the CLNA process is reflected in Table 4. ODCTE designed the CLNA template with the purpose of providing as many resources as possible to assist the schools in completing the assessment. Consequently, ODCTE provided the schools with their student performance data as well as statewide and regional workforce data projections. These actions emphasized the focus of creating a user-friendly document with a uniform statewide process.

During the fall 2019, ODCTE staff conducted seven CLNA training sessions across the state to assist schools in analyzing their data and completing the needs assessment. Training sessions included stakeholder panels of employers, homeless and special population representatives, WIOA One Stop representatives and counselors.
The CLNA asks applicants to evaluate whether or not their programs meet the definitions/standards of size, scope, quality, high-wage, high-skill and in-demand jobs. This and other CLNA analyses are tied to the local application, thus both documents are submitted for local grant funding.

Oklahoma elected to have schools update their CLNA every two years. Following the federal example, the local application is submitted every four years. Applicants will submit their budget and any grant changes annually.

Table 4 CLNA Steps Overview

<table>
<thead>
<tr>
<th>CLNA Steps</th>
<th>Federal Requirements</th>
<th>Data/Information Provided</th>
<th>Data/Information Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One—Student Performance Data</td>
<td></td>
<td>FY 17 and FY18 student performance data by district and based on new concentrator definitions of two courses</td>
<td>School data reported to ODCTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• HS Graduation and academic standards proficiency—school reports to OSDE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Positive Placement – Tech Centers and K-12 reports to ODCTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Non-Traditional Enrollment - school data submitted to ODCTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Special Population –school information reported ODCTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• (Work-based learning starting with FY20 data collection)</td>
</tr>
<tr>
<td>Step Two—Labor Market Alignment</td>
<td></td>
<td>Current and projected workforce needs based on career clusters. To help applicants determine high wage jobs the median wages are included. All data is presented by seven Workforce Oklahoma regions and statewide.</td>
<td>JobsEQ—Oklahoma workforce database used by all workforce development agencies (On the program approval level, Standard Occupational Classification (SOC), are used to compliment the career cluster data.)</td>
</tr>
<tr>
<td>Step Three—Size, Scope and Quality Definitions</td>
<td></td>
<td>Oklahoma definitions of size, scope, and quality</td>
<td>CareerTech Rules, Chapter 20 Programs and Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2018 ACTE Quality CTE Program of Study Framework</td>
</tr>
<tr>
<td>Step Four—Implementing Programs of Study</td>
<td></td>
<td>19 Program of study standards by:</td>
<td>2018 ACTE Quality CTE Program of Study Framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sequencing and articulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engaging instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student career development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Access and equity</td>
<td></td>
</tr>
<tr>
<td>Step Five—Recruitment, Retention and Staff Training</td>
<td></td>
<td>6 Teacher recruitment, retention and training standards</td>
<td>2018 ACTE Quality CTE Program of Study Framework</td>
</tr>
<tr>
<td>Step Six—Conclusions and Action Items</td>
<td></td>
<td>Conclusions and action items, including budget requests to meet action items</td>
<td>Based on Discussion Questions and Key Data Analysis and Discussion Points</td>
</tr>
</tbody>
</table>

Steps one through five are comprised of three common components—a review of data/information, discussion questions/analysis of data and information, and the identification of actions to increase opportunities for
students. In step six, the schools conduct a final analysis of all data to determine their three to five priorities and projected budget needs for the coming four years.

While the CLNA template serves as a needs assessment, it is also a thorough evaluation of programs/programs of study and career pathways receiving Perkins funds. This is especially evident in steps four and five where schools rank their implementation of quality standards identified in the 2018 ACTE Quality CTE Program of Study Framework.

Similarly, numerous local application questions are cross-walked to the CLNA. This is why ODCTE feels it is important for the state plan reviewers to have an understanding of the process, as different aspects are included in the following state plan responses.

a) Supported CTE programs and programs of study
The 16 national career clusters serve as the foundation for Oklahoma’s instructional framework (see Figure 5). The career clusters align to the state’s economic systems that represent the most prominent industries in terms of wealth generation and growth potential. Building on the clusters and ecosystems are the standards/competencies that are included in the courses, programs and programs of study offered in middle and high schools, technology centers and community and state colleges. These elements equip students to be successful in earning industry certifications, and in post-secondary education.
Figure 5 Oklahoma Instructional Framework
ODCTE provides CTE leadership to the career clusters. We also recognize that the local districts are critical to the implementation of programs and programs of study to meet their regional workforce needs. Step Two of the CLNA, strengthens the local districts ability to implement programs and programs of study that will lead to high-skill and in-demand jobs.  

Schools submit program requests to ODCTE for evaluation to ensure the applicants conduct due diligence in relation to labor market needs and implementing quality standards when developing programs. Content experts conduct subject-related professional development, program visits, evaluations and one-on-one coaching as a means of supporting the programs and improving Oklahoma CTE.

Further assistance is provided through The Answers document where there are examples for improving programs of study. See Figure 6.

The ODCTE Career and Academic Connections (CAC) Division actively works with all schools to assure and reinforce career guidance is available to all students. Specific staff responsibilities include:

- Advise K-12 and tech center counselors on career development and data literacy
- Provide career and workforce development technical assistance and professional development
- Serve as liaison for entities involved in career and workforce development
- Provide college and career readiness technical assistance and professional development.
- Advise instructors and staff on increasing rigor in CTE programs/courses
- Advise technology center and high school counselors on academic credits, planning and transcript issues
- Create and distribute Career Advisor monthly e-newsletter

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2 **High-wage**: Jobs that pay more than the median wage compared to the regional occupational wage.

**High-skill**: Jobs that require a high school diploma and postsecondary training/education or high school diploma and intensive on-the-job training such as apprenticeship.

**In-demand**: An industry sector that has jobs that lead to economic self-sufficiency or opportunities for advancement and contributes to the growth or stability of supporting business and industry sectors.

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**Figure 6 Programs of Study Examples and Resources**

**The Answers to Your Questions—Plus Examples and Definitions**

**Resources for Programs of Study**

OKCareerGuide.org

Program of Study Template

OKCollegesStart.org

**Examples to Improve Programs of Study**

1. Offer students the opportunity for early engagement with employers to identify their career interests.

2. Conduct an analysis of which students are and are not passing certifications. Based on the results, consider the following actions.
   -- Have the instructors obtain the same certifications as students to assure they know the content.
   -- Align instructional content with the knowledge and skills required for the certifications. One method is to have instructors go through the curriculum highlighting the critical knowledge and skills to assure an emphasis is placed on these areas.
   -- Model classroom assessments using the same language and testing format that students will encounter in the certification assessments.

3. Engage students in work-based learning.
   -- Work with industry to provide alternative work schedules that allow students to schedule transportation on pre-described days rather than every day.
   -- Provide students with transportation, i.e., bus passes.
   -- Collaborate with businesses to determine the skills and content students will engage in at the workplace.
- Provide statewide professional development and technical assistance to technology centers and high schools.
- Coordinate and support school improvement and innovation.
- Assure students develop the academic knowledge & skills required by students’ career choices.

The division also conducts the following training opportunities:

- Counselors’ Only Conference (in partnership with OSDE)
- New Student Services Academy
- GuidanceFest
- OkCareerGuide Workshop
- First Year Counselor Workshop
- Carl Perkins School Counselor Professional Learning Network

**b) Process and criteria for approving locally developed programs and programs of study**

Oklahoma has a five-step CTE program approval process. All program approval requests, regardless of funding source, must follow the steps in Figure 5. Schools applying for programs are required to follow Oklahoma CareerTech Rules 780:10-7-3 that require a program to have employment opportunities, availability of students, impact on CTE offerings, facilities and equipment and program priority. All applications are approved by Program Administrators in Agricultural Education; Business, Marketing and Information Technology; Family and Consumer Sciences; Health Careers; Trade and Industrial Education; and STEM. Programs are aligned with national career clusters knowledge and skills, state and national academic standards and industry standards.

It is after programs are approved that they are eligible for Carl Perkins funding.

A program of study is available for all programs; however, Perkins funded programs are required to have one and must complete the CLNA that examines student performance and Oklahoma labor needs. The programs must meet the size, scope and quality requirements and conduct a thorough examination of their programs of study based on quality standards.

---

**Figure 7 Oklahoma Program Approval Process**

![Flowchart](image)

- **Oklahoma CTE Criteria**
  - CTE Rules
    - Employment opportunities
    - Availability of students
    - Impact on other CTE offerings
    - Facilities and equipment
    - Program priority

- **Program Request Form**
  - Applications reviewed by content and program experts to verify need and meeting required criteria, including employability skills

- **Validation**
  - Approved programs receive support via:
    - State and/or Perkins funds
    - Technical support from content and program experts
    - Ongoing teacher development
Each program of study must lead to an industry-recognized license, certificate and/or associate in applied science or baccalaureate degree. Programs of study approved by ODCTE include the following attributes:

- A specific non-duplicative sequence of CTE courses and the appropriate rigorous academic and technical skills required to prepare CTE students for success in postsecondary education and the high-skill, high-wage or in-demand workplace. Programs of study may be adapted to meet local needs but require ODCTE approval.
- State-recognized CTE technical skill and academic assessments that benchmark student attainment of both academic and technical skills.

Program evaluations are conducted every five years at K-12 schools and technology centers.

Table 5 Program Evaluation Process

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership and Administration</td>
<td>• Administration and school board support</td>
</tr>
<tr>
<td>2. Instruction and Training</td>
<td>• Course/program information&lt;br&gt;---Course syllabi with minimum requirements&lt;br&gt;---Classroom policies and procedures&lt;br&gt;---Academic integration&lt;br&gt;---Learning differences/differentiating instruction&lt;br&gt;---Instructional materials and use of technology&lt;br&gt;---Learning/classroom management systems&lt;br&gt;---CTSO aligned with desired student outcomes&lt;br&gt;---CTSO integrated into curriculum&lt;br&gt;---CTSO leadership and community involvement&lt;br&gt;---School year program of work&lt;br&gt;---WBL experiences&lt;br&gt;---Opportunity to earn certifications</td>
</tr>
<tr>
<td>3. Support Services</td>
<td>• Enrollment meets capacity requirements&lt;br&gt;• Program of study showing 13th and 14th year completion options (evidence of articulation with technology center and colleges)&lt;br&gt;• Career development and enhancement</td>
</tr>
<tr>
<td>4. Measurement and Analysis</td>
<td>• Reports&lt;br&gt;---Salary and teaching&lt;br&gt;---Enrollment&lt;br&gt;---Follow-up&lt;br&gt;• Using approved competency/certification exams</td>
</tr>
<tr>
<td>5. Personnel</td>
<td>• Teaching certificate&lt;br&gt;• Professional development activities</td>
</tr>
<tr>
<td>6. Operations</td>
<td>• Facilities condition, size and arrangement&lt;br&gt;• Equipment appropriate quality and quantity for training&lt;br&gt;• Physical accommodations for students with disabilities&lt;br&gt;• Advisory committee&lt;br&gt;• Industry involvement—field trips, guest speakers, mentors, job shadowing, projects, community service, etc.&lt;br&gt;• Safety unit/test</td>
</tr>
</tbody>
</table>

The CareerTech Rules 780:10-7-3-2 (d) outline a process for addressing substandard programs. Programs not meeting the standards or fulfilling the CareerTech Rules are placed on probationary status. A written notification is given delineating the deficiencies and outlining recommended steps for improvement. The
program is reevaluated within one year where successful programs are removed from probation. If the program fails to make improvement, the program may be recommended for closure or reduction in funding.

i. **Promote continuous improvement in academic and technical skill attainment**

Oklahoma has a four-phase process to promote continuous improvement in academic and technical skill attainment. This process starts with the CLNA, is integrated into the local application, and continues through year-round professional development.

- **Phase One** – In step one of the CLNA, applicants are required to review student performance data that include academic and work-based learning to identify gaps between target and actual performance. Additionally, in the CLNA step three, a *quality* program is defined as programs and/or programs of study *where the applicant meets the required Perkins V performance measures*. Again, an evaluation takes place to ensure compliance. Where gaps exist in steps one and three, strategies are developed to close the target and actual performance. In the CLNA step four, the schools evaluate themselves against standards from the *2018 ACTE Quality CTE Program of Study Framework* and identify strategies to reach full implementation with the criterions. Many of the questions in the local application are tied to the CLNA that Oklahoma is requiring as an attachment to the application.

- **Phase Two** - The CLNA and local application document *The Answers lists actions the schools may take to increase their performance measures. See Figure 8.*

- **Phase Three** - All program evaluations and Oklahoma’s technology center accreditations are based on the principle of continuous improvement. K-12 and technology center programs are evaluated by a team of ODCTE staff and education practitioners with standards reported in *Table 5 Program Evaluation Process*. In the evaluators’ reports, opportunities for improvement are included for each standard as well as the identification of strengths.

- **Phase Four** - The local application requires a response to the following question related to districts that are not meeting their performance targets:

  **Question:** Describe how your organization will address disparities or gaps found in Step One: Student Performance for each of the four plan years, and if no meaningful progress has been achieved prior to
the third program year, a description of the additional actions your organization will take to eliminate those disparities or gaps.

Following is an example of the rubric used to review local applicants’ responses to the above question:

Table 6 Rubric to Assess Performance Gaps Response

<table>
<thead>
<tr>
<th>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10</th>
<th>Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8</th>
<th>Needs Technical Assistance: Little or no information to support proposed activities. 4-5</th>
<th>Criteria Not Met 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disparities or gaps in performance data are present or response lists, by plan year, all areas where improvement is needed along with specific actions that will be taken to eliminate these gaps. Answer should include target area, staff responsible for implementing actions and expected outcomes.</td>
<td>Disparities and gaps correctly identified for each of the plan years. Broad descriptions of actions to be taken are provided for some/all areas. No predicted outcomes or expectations provided.</td>
<td>Partial/incomplete list of performance disparities and gaps provided. Some remedial actions listed but not for all areas of need. Actions listed do not address disparities.</td>
<td>Disparities or gaps not listed. No actions listed to eliminate disparities or gaps. Response lacks depth and detail.</td>
</tr>
</tbody>
</table>

ii. Expand access to career and technical education for special populations

Like the continuous improvement section, expanding CTE access for special populations starts with the CLNA. In step one, student performance data provided by ODCTE includes data for each of the special populations groups and asks applicants to respond to two questions.

- How are students in Special Populations performing?
- Are they performing at the same level as the total students?

In step four of the CLNA — “Implementing Programs of Study,” statements are given for evaluating access and equity in programs of study.

- The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias, inclusive and non-discriminatory.
- Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
- Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
- Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements.
- Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate.
- Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate.
**Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations.**

The local application and rubric address access and equity as follows:

**Question:** Describe how your organization will provide equal access for special populations for CTE courses, programs and programs of study.

Following is an example of the rubric used to review local applicants responses to the above question:

**Table 7 Rubric to Assess Responses to Equal Access for Special Populations**

<table>
<thead>
<tr>
<th>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.</th>
<th>Meets Expectation: The application provides adequate evidence to support proposed activities.</th>
<th>Needs Technical Assistance: Little or no information to support proposed activities.</th>
<th>Criteria Not Met 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>6-8</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Response will be detailed in outlining use of IEP and 504 plans. Lists specific examples of how CTE programs provide adaptation, accommodations and support to ensure accessibility by all students. Special populations have opportunities to observe or participate in CTE prior to enrollment to increase their awareness of program offerings.</td>
<td>Accessibility is ensured through reasonable accommodations to instruction, materials, equipment and facilities. All students are encouraged to participate in CTE based on their interests. Program, curricula and instructional materials are delivered in a non-discriminatory manner. May list strategies but not specific examples of modifications for success.</td>
<td>Lack of detail and depth of information on how equal access is provided to members of special populations, how basic accommodations are made to allow participation of special population students and how program offerings are promoted to all students, including special populations, through the enrollment process.</td>
<td>Response would lack depth and detail, no information given on how CTE programs could adapt to special population educational goals.</td>
</tr>
</tbody>
</table>

**iii. Employability skills in programs of study**

Perkins approved programs, programs of study and career pathways must complete the CLNA that requires an evaluation of the inclusion of employability skills in steps three and four. In step three, the **scope** definition requires that the curriculum:

- Be based on industry-validated technical standards and competencies;
- Incorporate employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette; and
- Is developed with employer input to prepare students for both further education and in-demand and emerging careers.

Applicants are required to indicate on the CLNA whether or not they meet the scope definition criteria.

Step Four—Implementing Programs of Study lists questions where the applicant uses a scale to evaluate their level of implementation of the following statements. The scale ranges from **not at all achieved** to **fully achieved**.

- The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
- Program and programs of study start with broad foundational knowledge and skills and progress in specificity to build students’ depth of knowledge and skills.
Career development activities are aligned with relevant national, state and/or local standards.

The local application has two questions related to employability skills along with the rubric used to review the local applicants responses to the question:

**Question 1** How will you collaborate with partners to provide career exploration and career development coursework, activities or services?

*Table 8 Rubric to Assess Collaboration with Partners*

<table>
<thead>
<tr>
<th>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10</th>
<th>Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8</th>
<th>Needs Technical Assistance: Little or no information to support proposed activities. 4-5</th>
<th>Criteria Not Met 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary response would describe strategies and activities developed in coordination with the network members. Answer should provide specific network members, may include information on frequency of meetings. Response should cover how the recipient is using the network to help develop more internship, job shadowing and industry tours opportunities for their students.</td>
<td>Meets response would describe possible strategies and activities developed in coordination with the network members. Answer may provide member information, frequency of meetings, or other logistical information. Response could detail work to develop the network if it is non-existent or in beginning phase of development, if so it should site clear goals and timeline.</td>
<td>Few details are provided, a clearly defined network is not evident or has not started development. Response lacks depth and detail.</td>
<td>No network is discussed. Response lacks depth and detail.</td>
</tr>
</tbody>
</table>
**Question 2** Describe how you will strengthen and provide challenging academic and technical content that result in a well-rounded education.

Table 9 Rubric to Assess Challenging Academic and Technical Content

<table>
<thead>
<tr>
<th>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10</th>
<th>Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8</th>
<th>Needs Technical Assistance: Little or no information to support proposed activities. 4-5</th>
<th>Criteria Not Met 0-3</th>
</tr>
</thead>
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<td>Exemplary response would describe strategies and activities developed in coordination with the network members. Answer should provide specific network members, may include information on frequency of meetings. Response should cover how the recipient is using the network to help develop more internship, job shadowing and industry tours opportunities for their students.</td>
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<td>Few details are provided, a clearly defined network is not evident or has not started development. Response lacks depth and detail.</td>
<td>No network is discussed. Response lacks depth and detail.</td>
</tr>
</tbody>
</table>

**c. Programs of Study and Career Pathways**

**i. Making information available**

ODCTE’s commitment to informing students, parents and educators about programs of study and career pathways that align with Oklahoma’s workforce needs is demonstrated through two objectives in the strategic plan career awareness goal.

- **Inform students, parents and educators about career pathways that align with Oklahoma’s workforce needs.**
  - **Market resources available to educators, students and parents.**
  - **Provide professional development about Oklahoma pathways to guidance counselors, parents and students.**
  - **Develop a nontraditional marketing plan for nontraditional Oklahoma pathways.**
- **Expand okcareerguide.org to be the foundation for career awareness and planning for students, parents, educators and business and industry, enhancing partnership experiences to expand knowledge of Oklahoma careers.**
  
  (CareerTech Strategic Plan 2019 – 2024, Goal 2, Objective 2.3 and 2.4)

The primary source for marketing CTE across Oklahoma is the ODCTE Communications and Marketing Division. The division collaborates with Educational Services (state program divisions), the Career and Academics Connections Division and school marketing officers to educate local and state public and private sectors about Oklahoma’s educational opportunities. This is accomplished by combining marketing strategies, coordinating media exposure and working with K-12 and technology center communications and marketing officers statewide.
ODCTE will continue to develop communications and marketing materials, including social media, billboards and printed products, to market the value of the system’s offerings to multiple target audiences, including fifth-through 12th-grade students, counselors, parents, adults and companies. All marketing material is written in age-appropriate language.

Specific examples of marketing tools include the following:

- Career Program Guide—a matrix listing all programs at technology centers
- Student, parent, educator and business pocket guides.
- ODCTE staff presentations throughout the state at regional events and the annual Counselors Only Conference in conjunction with the Oklahoma Department of Education.
- Career Program Guide available in paper format and online, which lists all full-time programs offered at technology centers. In addition, program maps for K-12 programs, Skills Centers, and Adult Basic Education. These brochures are distributed annually to school counselors throughout the state.
- OKcareerguide.org is an ODCTE resource used by K-12 and technology centers that is highly useful for both parents and students. This online career awareness tool ensures Oklahomans have the knowledge and skills to make informed career choices and be better equipped to enter the workforce.

ii. Collaboration among recipients in program and program of study development

While ODCTE encourages collaboration among Perkins recipients, a stronger statewide emphasis, regardless of funding source, is emphasized with the K-12 districts, technology centers and colleges in program/program of study development. Schools that are members of the Southern Regional Education Board (SREB) Tech Centers That Work (TCTW) and High Schools That Work (HSTW) put a priority on school members working in collaboration during program/program of study development. Following a similar pattern, Perkins recipients are required to demonstrate secondary/postsecondary collaboration in developing programs of study. Meeting agendas and minutes are used to show due diligence in this area.

The CLNA is a tool to support collaboration for Perkins program and programs of study development. Before starting and throughout the needs assessment, applicants are required to gain stakeholder input that includes secondary through postsecondary participants. Local applicants were encouraged to bring teams representing their stakeholders to the CLNA training sessions. During the CLNA training and working with their teams, the participants shared their local activities with all participants thus providing a collaboration of shared ideas.

iii. Use of labor market data for program of study development

As discussed in Figure 7, all program requests are required to include a review of workforce data/needs. In the CLNA step two, “Labor Market Alignment,” Oklahoma provides current and 5- and 10-year projected labor market data categorized by the 16 career clusters. The database is used by all Oklahoma workforce agencies.
To assist the applicants in determining local/regional workforce needs, the state data is reported based on the seven Workforce Oklahoma regions (Figure 7). An example of the Agriculture and Architecture Career Cluster is in Table 10.

Table 10 Labor Market Data Example

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Current Employment</th>
<th>Total New Employee 2024 Forecast</th>
<th>Total New Employee 2029 Forecast</th>
<th>Median Pay Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food and Natural Resources</td>
<td>Tulsa Region</td>
<td>5,140</td>
<td>2,914</td>
<td>5,841</td>
</tr>
<tr>
<td></td>
<td>Statewide</td>
<td>52,681</td>
<td>26,274</td>
<td>52,578</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>Tulsa Region</td>
<td>32,280</td>
<td>18,255</td>
<td>36,615</td>
</tr>
<tr>
<td></td>
<td>Statewide</td>
<td>149,720</td>
<td>87,949</td>
<td>176,593</td>
</tr>
</tbody>
</table>

Applicants review several questions to assist in the data analysis process.

- What occupations are projected to experience the most growth in the region and/or state?
- What occupations will experience the least growth in the region and/or state?
- What program adjustments, if any, are necessary to address occupational growth in the region or state?
- What program adjustments, if any, are necessary to address slow or no growth in the region or state?
- Do the programs in the career cluster lead to high wages, high skills and/or in-demand jobs?
- What technical and soft job skills are your stakeholders seeking in employees?

After discussing the questions, the applicants are asked to list actions to increase opportunities for students. Oklahoma applicants must attach their CLNA to the local application. While the CLNA is not scored through the rubric, it serves as a source for local application reviewers to assure alignment of programs and labor market data.

iv. Equal access

ODCTE has numerous systems in place to assure equal access for special populations.

- Rules for Technology and Career Education that specify civil rights compliance. In order to receive federal funds, local administrators must comply with all civil rights procedures and prohibitions.
- Civil Rights Officer who audits at-risk high schools, technology centers and two-year colleges.
- CLNA requires applicants to evaluate their progress implementing access and equity in programs of study standards. The evaluation scale ranges from not at all to fully implemented.
  - The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias, inclusive and non-discriminatory.
  - Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
  - Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
  - Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements.
  - Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate.
o Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate.

o Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations.

- **Local Application Questions** that require applicants to describe how they will address special populations
  o Describe how your organization will provide activities to prepare special populations for high-skill, high-wage and in-demand occupations that lead to self-sufficiency.
  o Describe how your organization will provide equal access for special populations for CTE courses, programs and programs of study.

- **Disability Services Specialist** who provides:
  o Marketing and informational material for special populations
  o Training to K-12 schools and technology centers on diversity, disabilities, FERPA, and IEP involvement
  o Partners with and meets quarterly with Oklahoma Department of Education and Vocational Rehabilitation colleagues to align activities serving special populations

- **Equity/Diversity Specialist** who provides:
  o Proactive development and implements plans, programs and activities that educate and motivate agency staff and the CareerTech community to hold diversity and inclusion as core values and to foster a climate that respects and values diversity
  o Training to Oklahoma CTE system focused on diversity and inclusion, and non-traditional populations

- **Career Academics Connection Division** that works directly with counselors to assure access to all students and to provide resources for the various special populations. Each year the division and the Department of Education hold a Counselors Only Conference with approximately 500 K-12 and technology center participants

- **The Answers—Plus Examples and Definitions**, which gives examples of ways to increase special population participation (Figure 10)

- Carl Perkins funding to assist students taking program and industry certifications
ODCTE is continually designing special population informational tools to increase the knowledge and understanding of educators, parents, and student. Examples include:

- English Language Learners, Strategies for Improving CareerTech Instruction
- Disability Reference Guide for Technology Centers
- Postsecondary Education for a Child with a Disability, Parent Guide
- Transition to Postsecondary Education, Student with Disability Guide and Career Development Checklist
- Postsecondary Accommodation Guide
- What are the Responsibilities of Career and Technology Education Personnel?
- Disability Guide for Career and Technology Teachers, Educating Students with Disabilities
- Special Populations Resource Guide—This is a 90-page booklet with a chapter for each special populations category. Topics covered include
  - Categories of disabilities
  - Definitions/terms
  - Facts and questions
  - Grant resources
  - Recruitment resources
  - Tips to build, recruit and support nontraditional career pathways
  - Myths about special populations
  - Examples for supporting special populations, and
  - Federal acts supporting special populations.

As a component of stakeholder input, CTE educators were surveyed with a question to identify the types of resources they need to increase equity and access. Based on the results, the Communications and Marketing Division will design materials targeting students and their parents. Likewise, Oklahoma’s Spanish speaking population continues to grow; thus, materials will be developed in Spanish.

*Figure 11 Access and Equity Resources*

What type of resources would be most useful to help you increase equity and access to all students, including special populations?

- Career and program marketing materials targeting students: 63%
- Career and program marketing materials targeting parents: 50%
- Training on techniques for recruiting students: 50%
- Marketing materials for students and their parents who have English as a second language: 33%
- Other: 22%

A second survey addressed professional development needs for instructors in terms of special populations. *Figure 12 PD Needs for Serving Special Populations* reports the total results—reports of program specific data.
are posted online for schools to download. ODCTE program administrators and the Professional Development Division will provide training in response to the results.

*Figure 12 PD Needs for Serving Special Populations*

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing student participation in non-traditional fields</td>
<td>Creating a classroom culture that is accepting of student differences</td>
<td>Identifying ways to adapt lessons for special needs students</td>
<td>Finding resources to help serve special populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No need</td>
<td>Helpful</td>
<td>Need</td>
<td>Strong Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

v. Coordinate with state board for career pathways

The CTE State Director provides leadership in development of career pathways as a member of the Governor’s Council for Workforce and Economic Development known as the Governor’s Council. The mission of the Governor’s Council is to assist the Governor in development, recommendation, implementation, and impact assessment of wealth-generating policies and programs within the workforce system and consistent with the WIOA State Plan and the functions of the State Workforce Development Board as required by WIOA.

The Governor’s Council purpose is to:

- *Guide the development of a comprehensive and coordinated workforce development system for the state and monitor its operation.*
- *Review and make recommendations that will align the workforce system, including education, with the economic goals of the state for the purpose of creating workforce and economic development systems that are integrated and shall provide Oklahoma a competitive advantage in a global community.*
  (Governor’s Council Bylaws, Section 2.01)

Two ODCTE staff, Federal Legislation Manager and Adult Basic Education (ABE) Specialist, give additional insight and coordination as members of the Career Pathways Committees. This group makes recommendations, informs, coordinates and facilitates statewide efforts to improve exposure to high-demand career and entrepreneurship opportunities. They also develop industry sector strategies in state and regional ecosystems to
ensure education and training are delivering the skills needed by employers. The committee’s specific goals and objectives are:

- Create a plan for Career Pathways efforts to be based on industry sectors within Oklahoma’s state and regional ecosystems.
- Establish strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development activities, education, and supportive services to enter or retain employment.
- Create and use Career Pathways approaches to increase the proportion of low-skill learners who ultimately earn a degree or certificate.
- Increase high school graduation rates – decrease high school dropout rates.
- Increase the percentage of Oklahoma workers with a recognized postsecondary credential (a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal government, or an associate or baccalaureate degree).
- Reinforce the alignment with Registered Apprenticeship for earn-and-learn opportunities.
- Use performance data to demonstrate progress and impact, thereby supporting partner buy-in and reinforcing continued engagement over time.
- Make Career Pathways part of the Board certification process.
- Introduce employers and educators to the value of partnering by describing best practices and success stories.
- Develop or research pilots and models.

vi. Collaboration among secondary, postsecondary and employers

Oklahoma’s strategic plan goal 3 is the umbrella for business/educational partnerships. **Collaborate with key business and educational partnerships to expand economic development and improve education experiences for students, including diverse perspectives and backgrounds.**

Three objectives support the goal:

- Expand state advisory councils to directly receive feedback from stakeholders,
- Foster Oklahoma industry/education partnerships to expand students’ and teachers’ knowledge of Oklahoma careers through teacher externships and student work-based learning experiences, and
- Increase partnerships to meet workforce demands by increasing collaboration with other agencies and organizations.

ODCTE collaborates with their educational partners at three levels—1. State, 2. Program, and 3. Students (Figure 13).

The ODCTE Director leads the charge in creating meaningful collaboration between CTE educators and business and industry. It is achieved through a variety of methods starting at the state level where the state director interacts with employers through the business advisory committee and serves on the Governor’s Council that is a team of educators and workforce development agencies who focus on workforce development needs.
On the next level, program administrators and other ODCTE divisions collaborate with groups on the national and state level to identify industry trends and needs, for example, new industries within a program area, technological progress in equipment and/or business processes, and employment projections. The information is cascaded to school administrators and teachers through newsletters, professional development and emails.

Figure 14 is a specific example where the Career and Academic Connections Division developed a document exhibiting work-based learning activities to assist counselors in understanding the link between ICAP and work-based learning.

### Figure 13 Partnership Collaboration
- **State Level**
  - Oklahoma Workforce Council
  - ODCTE Director’s Business and Industry Advisory Committee
  - Instructional Leaders Advisory Committee
  - Program administrator partnerships with national and state occupational leaders

- **Program Level**
  - Local business and advisory committee
  - CLNA business and industry stateholder input
  - Oklahoma Educators and Industry Partnership
  - Professional development, i.e. state administrators cascade business trends and needs

- **Students Level**
  - CTSO activities in coordination with local businesses
  - Local businesses participating in CTSO contests
  - Live work projects with local businesses
  - Field trips, guest speakers, interviews, mentoring and so on (See Figure 14 Workplace Learning Activities)

### Figure 14 Work-Based Learning Activities

<table>
<thead>
<tr>
<th>WORK BASED LEARNING ACTIVITIES</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Criteria</strong></td>
<td>6 7 8 9 10 11 12 13</td>
</tr>
<tr>
<td>Tours / Field Trips</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Career Exploration Day / Fairs</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Interviews</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Mentoring</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Service Learning / Research Papers</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Community Service / Volunteer</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

*WBL = Work-Based Learning*
Locally, the schools are encouraged to collaborate with business and industry through a variety of ways, including the requirement that all programs have an advisory committee.

*Each full-time CareerTech program must have an occupational advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.* (CareerTech Rules Chapter 20 Programs and Services 780:20-3-1)

Recognizing the power of the student’s voice in marketing programs to other students, program administrators encourage the instructors to include a student in their advisory committee so that they can share what they hear with their friends.

Additional local collaboration occurs through the CLNA business and industry stakeholder input in step two “Labor Market Alignment”.

Each summer, academic instructors (about 178 in 2019) participate in Oklahoma Education & Industry Partnerships, where a pipeline is created for collaboration between educators and industry leaders through industry tours, industry/education speakers and education workshops.

Students also collaborate directly with local businesses and industries through their CTSO activities, live work projects, field trips, etc as described in Table 10.

**vii. Improve outcomes and reduce performance gaps**

ODCTE takes numerous proactive actions to limit state and local district performance gaps. Similarly, for the gaps that do occur, the agency has processes in place to address and reduce them. Proactive steps include completing the CLNA and professional development.

- CLNA steps one – five require a data and/or information analysis of program/program of study components. The last question for each step asks districts to identify actions they will take to address gaps identified in the analysis. While all CLNA steps contribute to performance, Step One Student Performance is a review of the required Perkins V performance measures including a breakout by special populations.

- In the section “Student Performance Review” of *The Answers*, examples are given to increase performance measures and special population participation at the local level.
• ODCTE’s Professional Development Division and the Educational Services Divisions provide training that targets developing quality programs and programs of study.

• In terms of addressing student performance gaps, two staff—Equity/Diversity and Disability Specialists—conduct professional development that includes techniques and actions that can reduce gaps.

Processes for addressing performance gaps are comprised of local application questions, Perkins local and state data review, and Perkins monitoring.

• The local application includes a request for applicants to Describe how your organization will address disparities or gaps found in Step One—Student Performance for each of the four plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions your organization will take to eliminate those disparities.

• Carl Perkins staff review the five performance levels annually to identify gaps between actual and target data. The analysis includes special population performance. Where specific gaps appear, technical assistance is given in the forms of one-on-one consultation, professional development along with CLNA and local application training. Where gaps appear in the special populations, the content specialists will assist devising a plan to address them.

• The Perkins monitoring process is another resource for identifying and addressing performance gaps. Following the Code of Federal Regulations, an at-risk assessment is conducted and high-risk districts participate in an on-site monitoring visit. The final monitoring report includes recommendations for improvement that ultimately help reduce performance gaps.
d. Opportunity for Dual or Concurrent enrollment

Technology centers and higher education entities work together to offer technical college certificates that may award college credit for courses taught at technology centers in three ways:

<table>
<thead>
<tr>
<th>Contractual Arrangements</th>
<th>Prior Learning Assessments</th>
<th>Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education institution may create a contract with a technology center, usually health, through which the instruction at the technology center is overseen by the college faculty and leads to credit for a technical degree.</td>
<td>Students complete all instruction at the technology center and then pass an approved prior learning assessment listed on the Statewide PLA Technical Inventory for college credit toward requirements for an institution’s technical degree.</td>
<td>The Higher Learning Commission requires institutions to have a clear policy on transfer credit. The State Regents’ policy provides guidelines for institutional policy development.</td>
</tr>
<tr>
<td>Contract is created between the institution and the technology center, including an inventory of contract courses applicable to the technical degree. The contract is submitted to the State Regents for review and approval.</td>
<td>The institution and the technology center determine appropriate technical assessments, and the institution sends them for review and approval for listing on the Statewide PLA Technical Inventory. The State Regents manage the faculty review of assessments for inclusion on the inventory.</td>
<td>The institution and the technology center determine appropriate technology center courses that meet the requirements and the institution sends them for review and approval for listing on the Statewide Technical Course Articulation Matrix. The State Regents manage a faculty review of technical courses for inclusion on the matrix.</td>
</tr>
<tr>
<td>Contracts for up to 25% of degree requirements must have Higher Learning Commission notification. Contracts for 25-50% of degree requirements must have HLC review and approval, which could include a site visit.</td>
<td>HLC requires 25% of degree requirements to come from resident credit earned at the awarding institution.</td>
<td>Student completes all instruction at the technology center and then courses approved on the Statewide Technical Course Articulation Matrix may be transferred to meet technical degree major requirements or technical degree major electives. No general elective credit is allowed.</td>
</tr>
<tr>
<td>At the successful completion of the contractual technical course at the technology center, the course is transcripted by the institution as resident credit at the end of the term earned.</td>
<td>Documentation of successful PLA is required to transcript nonresident college credit. PLA is awarded after students have earned 12 resident credit hours at the awarding institution.</td>
<td>At the completion of the technology center course(s), the technology center appropriately documents the course(s) on an official transcript. Following successful admission to the institution, the technology center transcript is reviewed at the institution for application of nonresident credit to technical degree major requirements or technical degree major electives.</td>
</tr>
</tbody>
</table>
e. Involvement in planning, development, implementation and evaluation of CTE programs

ODCTE achieves its success through collaboration with partners such as parents, students, academic and CTE teachers, administrators, counselors, and representatives of business and industry. Involvement occurs at all stages of CTE programs—planning and development, implementation, and evaluation.

Keeping in mind that most program development is at the local level, the parents give input through satisfaction and program-related surveys, including input to new programs and serving on program advisory committees. A part of the technology center accreditation process includes parental interviews.

Student input into program development takes place through inquiry surveys about potential new courses as well as feedback from student program evaluations. Likewise, students are interviewed during the Agency program evaluations and technology center accreditation. In addition, the State Director has a student advisory committee where input is garnered as demonstrated in Table 1.

Career guidance and academic counselors serve as a cornerstone of career and technology education programs. At the state level the Career and Academic Connections Division involves counselor input through creation and distribution of career development products, quality professional development training, and providing technical assistance and leadership. Locally, counselors work actively with students, parents, teachers and administration to create student success in programs.

Oklahoma has a significant Indian population, where 39 tribes call the state their home. In southeast Oklahoma, the Choctaw Nation is one of the largest employers. Across the state, the tribes participate in program activities as members of advisory committees, attending superintendent’s meetings, providing funding for students that leads to certifications. On November 13, 2019 Cherokee Nation Principal Chief Chuck Hoskin Jr. published an article stating

_Not every hard-working Cherokee Nation citizen who graduates from high school wants to go to college, but they still deserve access to a quality job and rewarding career. That is why Cherokee Nation is doubling our funding for CareerTech training from $1 million to 2 million._

(claremoreprogress.com/opinion-cherokee-nation-s-career-readiness-act-will-drive-new/article)

State and local business and industry play a key role in program development. At the state level, the Director garners input from the Business and Industry Council she meets with, through serving on the of the Governor’s Council, and the many individual business partners she meets with. Locally, the schools actively engage with business and industry where they provide insight to their needs via advisory committees, surveys, and meetings with administration and superintendents. During the five-year accreditation process, local business participate in interviews to evaluate program offerings.

Since the majority of programs development takes place at the local level, administration, faculty, and staff are involved in the process.

f. Local application template

See Appendix 2

g. CLNA template

See Appendix 1
h. Size, Scope and Quality

Table 12 Size, Scope and Quality Definitions

<table>
<thead>
<tr>
<th><strong>Size</strong></th>
<th><strong>Facilities</strong></th>
<th><strong>Equipment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td>Local education agency shall provide CareerTech programs with facilities to assure safe and orderly quality instruction to meet each program’s objectives for high-skill, high wage or in-demand occupations accessible to all students.</td>
<td>Local education agency is responsible for providing industry-recognized equipment and supplies that meet or exceed appropriate federal, state and local standards to support the program and ensure quality.</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maximum enrollment per class</strong></td>
<td><strong>Agricultural Education</strong> 25 — Classroom 15 — Mechanics and Horticulture</td>
<td><strong>Business Marketing and Information Technology</strong> 25 at ratio of 1 per work station</td>
</tr>
<tr>
<td></td>
<td><strong>Family and Consumer Sciences</strong> 24—Classroom 20—Laboratory</td>
<td><strong>Health Careers</strong> 10 minimum-18 K-12 max Tech Center 18 lock step high school 15 high school student centered Adult only min 8/max 12 or as per clinical space, accrediting bodies, equipment/class room supplies etc.</td>
</tr>
<tr>
<td></td>
<td><strong>Science, Technology, Engineering and Mathematics</strong> 24</td>
<td><strong>Trade and Industrial Education</strong> 20 All programs except cosmetology 22—Cosmetology</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>The curricular expectations of each program/program of study in terms of curriculum content, sequencing and articulation, and work-based learning. Specific details are included in the below table.</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>• Curriculum is based on industry-validated technical standards and competencies. • Curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. • Curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.</td>
<td></td>
</tr>
<tr>
<td><strong>Work-Based Learning</strong></td>
<td>• Work-based learning experiences develop and reinforce relevant national, state and/or local standards</td>
<td></td>
</tr>
</tbody>
</table>
3. Meeting the Needs of Special Populations

Oklahoma’s processes for meeting the needs of special populations are addressed in 2(a)(ii) Expand access to career and technical education for special populations and 2(a)(iv) Equal access. Those responses comprehensively answer questions 3(a)(i-v).

ODCTE will also enhance services for special populations through partnerships. A couple of venues for achieving this purpose include:

- Building a relationship with Positive Tomorrows, which is a thriving school in Oklahoma City specifically for homeless children serving K-5th grade students. ODCTE will reach out to the school with the goal to assist in creating career awareness activities for the students. Connecting the school and students to Ok Career Guide is one venue for expanding the students’ opportunities. While the purpose is to serve special populations, Carl Perkins dollars will not be a funding source.
- CareerTech will also reach out to the Tulsa Public Schools task force for homeless children as well as the services provided through technology centers to research venues for aiding this population.
- An additional demonstration of ODCTE’s commitment is having a staff member serve on the Governor’s Interagency Council on Homelessness with the goal that every person in Oklahoma will have access to safe, decent, truly affordable housing with the needed resources and support to achieve self-sufficiency. The team’s role in achieving the vision is to provide recommendations to the Governor of Oklahoma related to policies, programs and services for Oklahomans experiencing or at-risk of experiencing homelessness; and, to provide expertise, coordination and support to organizations, systems and policymakers across the state as they work toward this vision.

4. Preparing Teachers and Faculty

ODCTE has a comprehensive staff who work continually to support recruitment and preparation of teachers, administrators and other CTE staff. Specific activities are listed in Table 13. On the macro level, six occupational divisions provide direction on new trends/initiatives and training in skill content areas with all instructors. Additionally,

- New teachers receive training targeting their first- and second-year needs along with individual coaching meetings.
- The Career and Academic Connections Division puts a focus on counselors, special populations and special education.
• Staff in the Professional Development Division ensure that training takes place at all levels of CTE including school finance employees, developing administrator/leadership competencies and instructional skills through a variety of methods, including the CareerTech Master Educator, which is a professional development management system.

• Along with professional development, school administrative staff receive support through a variety of sources, including monthly superintendent meetings.

Table 13 CTE Preparation and Support Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teachers</th>
<th>Faculty</th>
<th>Administrators Including Principals</th>
<th>Specialized Instruction Support Personnel and Para Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment, Preparation and Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Approximately $557,000 annually in scholarship funds for individuals seeking teacher and administrator certification</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. New Teacher Institute—1-year training, coaching and mentoring of new teachers</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher Induction—New teachers are paired with mentors and coaches for school year</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. New teacher visits by program content experts</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Continuing teacher academy bi-annually</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Institutional Coaching Training</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Summer Conference—2 full days of professional development</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher training by content area Agricultural Education Business/Marketing and Information Technology Family &amp; Consumer Sciences Health STEM Trade and Industrial Education</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Master Educator—online professional development platform for all CTE system staff</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. SREB: Tech Centers That Work</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. SREB: High Schools That Work</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TechCAP—training for administrators who aspire to be superintendents</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TechCent5—PD for financial staff</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CareerTech Women In Leadership—training in leadership skills</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology center monthly superintendents meeting</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Leaders bi-annual meetings</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Directors’ bi-annual meetings</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Populations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year Counselor Conference</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Counselors Only Conference K-12</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Along with the items listed in Table 13, Oklahoma is actively exploring and implementing new ways to recruit and prepare teachers. In terms of teaching certificates, the legislature approved House Bill 3025 that provides
for a technology center certificate. Individuals who have an associate degree and complete additional requirements are eligible for the certificate.

ODCTE is working with universities to provide teacher educator training in a more timely and flexible format. For instance, Oklahoma Panhandle State University is now offering courses for teachers online and many colleges/universities are providing courses in shorter time spans, such as two weeks, rather than the entire semester. While Oklahoma will continue to seek out more preparation options, all of the activities address the stakeholder input for a more flexible teacher educator system.

In another step to provide flexible PD, the agency is offering free statewide CTE training through an online professional development management system. CareerTech’s Master Educator is designed to inspire continuous learning through a variety of online courses, while also giving individuals the opportunity to track and manage their personal professional development. Course topics range from instructional strategies and classroom management to coaching skills and avoiding burnout. There are also have over 7000 courses from LinkedIn Learning. By participating in the CareerTech Master Educator program, participants can earn professional development hours that may assist with certification and enhance professional abilities.

The agency also took a significant step to assist individuals seeking their administrator’s certification. Eligibility policies for the ODCTE Lottery Scholarship application now includes courses for administrator certifications.

In response to stakeholder input, the ODCTE Professional Development Division is analyzing the stakeholder surveys results, town hall input, and all other forms of input to expand PD options that ensure stakeholder needs are met. This will include a strong focus on techniques to raise performance in non-traditional participation, best practices in work-based learning, teaching soft skills in the classroom, and integrating academic and technical education. Additionally, the division is also reviewing technology center accreditation to identify PD needs. Accreditation categories include leadership and administration, instruction and training, support services, personnel, measurement and analysis, and operations.

![Figure 16 Academic and Technical Skill Integration](chart)

**What resources do your CTE programs need to integrate academic and technical skills?**

- Curriculum that integrates academics and program content: 48.15%
- Training on how to integrate academics and program content: 51.85%
- Examples of best practices to integrate academics and program content: 79.63%
**The Answers to Your Questions—Plus Examples and Definitions**

**Examples for Teacher Recruitment**

1. Implement a succession plan by identifying potential openings due to future retirements.
2. Work with advisory boards to start identifying potential teachers before it is critical. i.e. someone who is leaving the career field and would want to enter the classroom.
3. Use the Chamber of Commerce and other public meetings to market for future teachers.

**Examples for Teacher Retention**

4. Provide support for new teachers through teacher development activities offered by the Oklahoma Department of CareerTech.
   - Teacher Academy—one day instructional training offered in the fall and spring semesters
   - Teacher Institute—Rigorous teacher development program for teachers in classroom management and assessment as well as instructional strategies and planning.
   - Teacher Induction—Coaches and mentors are assigned to give support to teachers throughout the year.
5. Implement a district-wide mentor program that connects teachers with a lifeline to help with planning and student assessment

**Examples of Professional Development**

1. Make sure teachers have time to attend professional development activities including events associated with their specific career cluster area.
2. Have seasoned instructors train those with three or fewer years of teaching experience.
3. Provide training in
   - Skills development to integrate academic content into the career cluster area with a focus on writing in a manner that reflects the industry, i.e in health programs, write a chart for the patient rather than asking the student to write an essay. Provide similar training to integrate mathematics.
   - Designing project-based lessons.
   - Understanding how students learn
   - Effective instructional strategies
   - Strategies for improving student academic and technical achievement
   - Techniques for teaching special populations
4. Identify and/or provide instructors with resources on learning styles and information on maximizing student’s strengths.
5. Conduct professional development activities related to the individual needs of special population students for instructors, instructional assistants, mentors, tutors, counselors and administrators.
6. Conduct professional development activities in areas such as work-based learning, academic integration, interpersonal skills, critical thinking, cooperative learning and teamwork.
C. FISCAL RESPONSIBILITY

1. Agency’s approval of eligible recipients for funding
All funds distributed through the formula for secondary and post-secondary recipients utilizes the local needs assessment process. The CLNA becomes a companion document to each eligible recipient’s local application. Both documents require applicants to address how they will promote academic achievement; promote skill attainment; and how they have used the CLNA to address their local economic and education needs.

2. Distribution of funding - Secondary and Post-Secondary
Funds received through the allotment made under Section 111(a)(1) will be allocated based on the formula requirements of Section 131 (secondary) and 132 (postsecondary) of the Act. With the removal of the restriction prohibiting funding for CTE programs below the seventh grade, Oklahoma elects to change the distribution of funds to 85 percent made available to secondary eligible recipients and 15 percent made available to technology centers serving adults students and postsecondary institutions that serve adult students enrolled in Associate of Applied Science degree programs. This distribution of funds between secondary eligible recipients and postsecondary eligible recipients will allow additional resources to reach those students in the 5th and 6th grades.

3 & 4. Allocation amounts
Funds in the amount of $9,823,774 for secondary, and $1,733,607 for postsecondary, will be allocated to eligible institutions based on the formulas described in Section 131(a), 131(e), and 132(a). Once final allocations are made to the secondary and postsecondary 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 for secondary or the $50,000 minimum allocation for postsecondary, will be encouraged to form a consortium that meets the requirements of the law under Section 131(f) or 132(a)(3).

Each consortium is required in the local application to name a fiscal agent. Consortium allocations are be provided to the fiscal agent for the purpose of carrying out the activities of the approved local plan. A consortium is not allowed to reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. School district boundary changes
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 ODCTE will verify any changes with the Oklahoma State Department of Education prior to the allocation of secondary funds, and through the Oklahoma State Regents for Higher Education for the allocation of postsecondary funds.

6 & 7. Secondary and Post-Secondary Waiver
Oklahoma Department of Career and Technology Education does not elect to use an alternative formula for the secondary allocation formula or the postsecondary allocation formula.

8. Reserve Funds
Reserve grant funds are awarded on a competitive basis with opportunities for application made available to all eligible recipients. Oklahoma elects to change our reserve to 15% of funds available to eligible recipients under Section 112 (a)(1). Oklahoma is currently reviewing existing reserve fund purposes and will add additional grant opportunities that will foster innovation and promote growth in programs of study and career pathways.
All grants are evaluated and awarded on a competitive basis and are available to secondary and postsecondary eligible recipients that meet the requirements of using Perkins funds and the requirements for Reserve grant funds.

Each applicant includes in their grant proposal a narrative that fully addresses the grant expectations as written in the application guidelines, a plan for implementation, a budget narrative, and specific required letters of support.

Grant proposals are reviewed and evaluated by a team of three ODCTE professionals per grant category using standardized scoring rubrics. All reviewers’ evaluations are compiled and averaged for final scoring within each grant category. Once applications in all categories are reviewed and scored, the supplemental grant team (comprised of one ODCTE grant manager from each funding category and ODCTE Perkins administration staff) meet to evaluate the applications compared to the total available funds. An initial cut of applications is based on the average score of each application within an initiative. Then, depending on funding, each ODCTE grant manager has the opportunity to present justification for eliminating or awarding the remaining grants. This additional evidence could include previous supplemental grant awards, number and type of proposals for new supplemental grant awards, as well as current and previous basic grant project symmetry, and others.

Successful applicants receive one-year reserve grant funding. Each applicant awarded funds will participate in at least one status report during the project year and a self-evaluation report at the end of the funding period.

9. Establish a baseline
For the Transition Year, Oklahoma elected to establish a new baseline of aggregate expenditures for the maintenance of fiscal effort requirement. Oklahoma elected a baseline of $103,000,000. This baseline will continue with the submission of this State Plan.

D. ACCOUNTABILITY FOR RESULTS

1. Indicator of Program Quality
Oklahoma is using the program quality measure, the percentage of CTE concentrators graduating from high school having participated in work-based learning. No additional statewide work-based measures will be used.

Numerator: Number of CTE concentrators who graduated from high school having participated in work-based learning

Denominator: Number of CTE concentrators who graduated from high school
2. Levels of Performance

Table 14 Determined Performance Levels

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>FY 2020</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>FY 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151: Four-Year Graduation Rate</td>
<td>88%</td>
<td>88%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>152: Extended Graduation Rate</td>
<td>Oklahoma is not using this graduation measure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>251: Academic Proficiency in Mathematics</td>
<td>31%</td>
<td>31%</td>
<td>34%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>252: Academic Proficiency in Language Arts</td>
<td>39%</td>
<td>39%</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>253: Academic Proficiency in Science</td>
<td>28%</td>
<td>28%</td>
<td>31%</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>351: Post-Program Placement</td>
<td>90%</td>
<td>90%</td>
<td>91.5%</td>
<td>92%</td>
<td>92.5%</td>
</tr>
<tr>
<td>451: Non-traditional Program Concentration</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Postsecondary Indicators</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551: Program Quality—Attained Recognized Postsecondary Credential</td>
<td>Oklahoma is not using this quality measure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>552: Program Quality—Attained Postsecondary Credits</td>
<td>Oklahoma is not using this quality measure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>553: Program Quality—Participated in Work-Based Learning</td>
<td>65%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>554: Program Quality—Other</td>
<td>Oklahoma is not using this quality measure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Procedures for Determining Levels of Performance

a) Public comment

Oklahoma educators provided input to performance levels through a stakeholder survey and with comments on the posted state plan. The stakeholder survey is discussed in b) Process to determine levels of performance.

b) Process to determine levels of performance

The process for developing the Oklahoma-determined levels of performance included using the CAR report to identify performance trends—specifically any significant changes in performance, a comparison to surrounding states and a projected base line using the new concentrator definition.

The state’s three-year trend is displayed in the Oklahoma 2016-18 Secondary Success Measures Performance chart where the bars represent the targets and the line, actual performance. The reader will note a significant drop in the 2018 outcomes for Reading/Language Arts and Mathematics. This was a result of a change in the academic testing instrument administered in 2018.
The second step in determining performance measures was to compare Oklahoma CAR data to that of surrounding states—Texas, Kansas, Missouri, and Arkansas. For the most part, all states were comparable with the exception of non-traditional participation rates. While Oklahoma met and surpassed their projections, other states appear to perform at a higher level.
The nontraditional performance results are causing Oklahoma to re-evaluate how the data is defined in addition to providing technical assistance to schools in data reporting. As mentioned in B4, the Professional Development Division is placing a focus on conducting technical assistance to increase Oklahoma’s non-traditional participation rate.

To establish a performance level baseline for each performance category, ODCTE recalculated the FY17 and FY18 data based on the new concentrator definition of two rather than three courses. This allows for a valid data comparison for future years.

Based on the recalculation and state comparisons, survey questions were developed with proposed performance levels for the first round of stakeholder input. The suggested levels were determined by reviewing FY17 and FY18 data. Although the state performance was positive, there were some meaningful data jumps—both up and down between the two years. To assure the schools’ ability to meet targets and show continual growth, most proposed baseline levels were in the middle of FY17 and FY18. Fifty-five K-12, technology centers and college administrators responded to the survey. The results for secondary and postsecondary positive placement and nontraditional participation are in the following charts.

Post-program placement 3S1 and 2P1 survey responses

---

3 Oklahoma refers to 3S1 post-program placement as positive placement.
As the secondary and postsecondary positive placement graphs indicate, the majority of respondents approve of the proposed growth rates.

Only 11 comments were written for this category and there did not appear to be a commonality or trend within the statements.

Based on survey results, these performance targets were used in the online post for stakeholder input.

No public comments were made addressing placement performance targets.

4S1 and 3P1
Nontraditional Program Concentration

Based on the comparison of Oklahoma’s to surrounding states’ nontraditional performance, more aggressive performance targets were suggested in the survey. The responses communicate a clear level of discomfort from the schools in their ability to meet the proposed targets.

Comments in this category revealed four trends:

1. Proposed increase is too aggressive
2. Oklahoma’s traditional culture limits the ability to reach success
3. More support needs to be in place to reach the targets
4. Schools do not have a clear list of what is considered nontraditional

Considering the survey responses and the schools’ concerns with the aggressive target, a new benchmark starting at 20 percent for secondary and postsecondary was proposed that was still somewhat aggressive, but not as intense as the original suggestion.

During the public comment period, one responder stated non-traditional accountability should not be a measure in the application. There is too much emphasis in the application and tied to non-traditional students. Punishing schools for not meeting this standard based on enrollment numbers is wrong. If a school is allowing barriers to exist or discouraging students based on gender, race . . . then they should have penalties. But enrolling just to meet a number is wrong.

Oklahoma’s response: As stated in the response to stakeholder input, ODCTE is putting forth an initiative to assist schools with increasing their non-traditional numbers. Likewise, an emphasis will take place to help applicants understand the non-traditional definition.

4. Written response to comments of State determined levels
These responses are included in the above section with the specific performance measure.

A couple of verbal concerns were expressed related to WBL performance measure. In response, ODCTE lowered the percentages.

**Original WBL Performance Targets**

<table>
<thead>
<tr>
<th>5S3: Program Quality—Participated in Work-Based Learning</th>
<th>85%</th>
<th>85%</th>
<th>87%</th>
<th>90%</th>
<th>95%</th>
</tr>
</thead>
</table>

**Adjusted WBL Performance Targets**

<table>
<thead>
<tr>
<th>5S3: Program Quality—Participated in Work-Based Learning</th>
<th>65%</th>
<th>75%</th>
<th>80%</th>
<th>85%</th>
<th>90%</th>
</tr>
</thead>
</table>

5. How Oklahoma will address disparities or performance gaps
Through ODCTE’s Information Management Division, disaggregated data is compiled and produced into reports for Perkins administrative staff review and ODCTE leadership review. Disparities or gaps in performance
discovered in this data analysis result in a plan being developed to provide support and technical assistance to eligible recipients. Appropriate assistance will be provided based on the gap identified. For example, gaps in non-traditional student enrollment, might result in technical assistance from our Equity and Diversity Coordinator who is responsible for non-traditional participation. For further explanation, see section B(2)(c)(vii).

B. BUDGET FORM

State Name: Oklahoma
Fiscal Year (FY): FY20

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$15,996,375</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5 %</td>
<td>$799,818</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>10 %</td>
<td>$1,599,637</td>
</tr>
<tr>
<td>4</td>
<td>Individuals in State Institutions</td>
<td>2 %</td>
<td>$319,927</td>
</tr>
<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td>Not required</td>
<td>$159,963</td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$159,964</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>Non-traditional Training and Employment</td>
<td>Not applicable</td>
<td>$60,000</td>
</tr>
<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
<td>0.1 %</td>
<td>$1,600</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>85 %</td>
<td>$13,596,920</td>
</tr>
<tr>
<td>8</td>
<td>Reserve</td>
<td>15 %</td>
<td>$2,039,538</td>
</tr>
<tr>
<td>9</td>
<td>Secondary Recipients</td>
<td>85 %</td>
<td>$1,733,607</td>
</tr>
<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
<td>15 %</td>
<td>$305,931</td>
</tr>
<tr>
<td>11</td>
<td>Allocation to Eligible Recipients</td>
<td>85 %</td>
<td>$11,557,382</td>
</tr>
<tr>
<td>12</td>
<td>Secondary Recipients</td>
<td>85 %</td>
<td>$9,823,774</td>
</tr>
<tr>
<td>13</td>
<td>Postsecondary Recipients</td>
<td>15 %</td>
<td>$1,733,608</td>
</tr>
<tr>
<td>14</td>
<td>State Match (from non-federal funds)</td>
<td>Not applicable</td>
<td>$799,818</td>
</tr>
</tbody>
</table>