



**FISCAL YEAR 2012  
TECH PREP OPTIONS TO REVISE**



Oklahoma Department of Career and Technology Education  
1500 West Seventh Avenue  
Stillwater, OK 74074

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Inquiries concerning application of this policy may be referred to the ODCTE

Compliance Coordinator, 1500 W. 7th Ave. Stillwater, OK 74074-4364,  
or call 1-800 522-5810 or (405) 377-2000.

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## PART I - OKLAHOMA TECH PREP GRANT APPLICATION PLANNING

ODCTE has identified the over-arching goal for Oklahoma Tech Prep and the focused strategies that will be paramount as local consortia work to implement their Tech Prep Initiative. That goal is:

**Increase the number of Oklahoma CTE students who complete high school with college credit, pursue, and complete a postsecondary credential or an industry recognized certificate or degree, and are employed in the field in which they were prepared.**

The focused strategies work in concert to provide consortia with benchmarks to measure success and provide justification for activities that will lead to continued student success. The focused strategies will include:

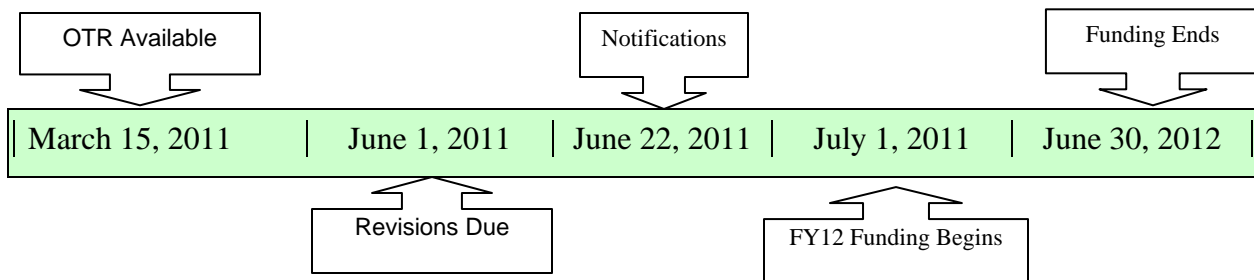
- Implementation of high-tech, high-wage, high-demand **career majors** utilizing the Career Cluster framework that support local industry clusters in economic development and wealth generation, and create seamless “fast-track” transitions from 11<sup>th</sup> and 12<sup>th</sup> grade to associate and baccalaureate degree completion.
- Providing student opportunities through **preparatory services** that include:
  - Comprehensive education and career planning
  - Awareness of student opportunities (students and parents)
  - Academic Assessment (EOI, ACT, course attainment, transcripts, Work Readiness Certificates)
  - Career and Technical Assessment (EOI and certifications)
  - Student transitions success (college applications, scholarships, etc.)
- Providing targeted **professional development** for:
  - Teachers, Faculty and Administrators
  - Counselors
- Identification of quality local data to benchmark **accountability** measures, evaluate programs, and implement needed change

Consortia successfully meeting the Tech Prep Options to Revise requirements and submitting an acceptable application by the deadline date will be approved for funding.

## PART II - TECH PREP APPLICATION GUIDELINES

### Section A - Project Time Lines

The application is due for Tech Prep Options to Revise by June 1, 2011, at 4:30 p.m. Revision approval will be made by June 22, 2011. Project funding will end June 30, 2012. Funding is based on the availability of funds, progress made toward the successful completion of project objectives, and submission of annual Options to Revise applications.



### Section B - Funding Available

Tech Prep consortia will be funded through a Tech Prep Grant Application available through the Carl D. Perkins Career and Technical Education and Improvement Act of 2006. The funding cycle ends June 30, 2012 is through the duration of the Perkins Act contingent upon successful attainment of negotiated performance levels.

#### Funding Level

*Consortia will be funded on a continuation basis **ending in FY12**. The amount will be based on carry-over funds available to the ODCTE.*

*You may use additional funding from local sources, and multiple partnerships may pool funds to create one consortium.*

*ODCTE has elected to wave the 50% salaries and benefit rule as well as the \$50,000 minimum funding level for consortia.*

Grants will be awarded on an annual basis for the period of July 1 through June 30 each funding year. During the life of the legislation, Oklahoma Tech Prep consortia will negotiate performance levels for specific performance criteria with the ODCTE. Failure to meet these negotiated performance levels, after implementing a Plan of Improvement, could result in sanctions, with termination of Tech Prep funding possible

after 60 days notice of failure to meet the performance levels. Funds will be continued during subsequent years when the eligible recipient meets all programmatic and fiscal requirements. Continuation will be based on progress made toward successful implementation of the project and meeting the performance criteria. Other funding sources such as Carl Perkins Title 1-C and professional development funds may be used to implement Tech Prep strategies.

### **Rollover Funds**

At the end of the fiscal year, rollover funds may be made available to current consortia through a separate supplemental grant process. Consortia will be required to complete an additional application and funding requirements.

### **Section C - Tech Prep Definitions**

- **Secondary Tech Prep Student** – a student who has enrolled in two courses in the secondary education component (designated and approved career major) of a Tech Prep program.
- **Postsecondary Tech Prep Student** – a student who has completed a secondary education component (designated and approved career major) of a Tech Prep program and has enrolled in the postsecondary education component of a Tech Prep program at an institution of higher education

### **Section D - Tech Prep Accountability Measures**

Each approved Tech Prep Consortia will negotiate performance levels for the following criteria and be accountable for meeting those negotiated levels:

- The number of secondary and postsecondary students served
- The **number** and **percentage** of secondary Tech Prep students who:
  - Enroll in postsecondary education
  - Enroll in postsecondary education in the same field
  - Complete a state or industry-recognized certification or licensure
  - Complete courses that earn postsecondary credit
  - Enroll in remedial math, writing or reading courses upon entering postsecondary education
- The **number** and **percentage** of postsecondary Tech Prep students who:
  - Are placed in a related field of employment within 12 months of graduation
  - Complete a state or industry recognized certification or licensure
  - Complete a two-year degree of certificate program within the normal time
  - Complete a baccalaureate degree program within the normal time

The criteria measured within the Carl Perkins legislation for all CTE students will also be used to benchmark and measure progress of all Tech Prep Consortia.

Accountability data will be collected and reported by ODCTE. Consortia will utilize their data to benchmark the impact that Tech Prep programs have on college transition and degree completion.

## **Section E - Application Process**

To ensure a comprehensive and expedient review, applicants must submit their application through the Tech Prep Grant Submission Program. Applicants must also submit a signature page with original signatures. The complete application must be received at ODCTE offices no later than **4:30 p.m. on June 1, 2011**. All applications will be date stamped upon receipt. **Email, Facsimile (fax) or snail mailed (US Post Office, UPS, FedEx, etc.) proposals will not be accepted.**

**The signature page, letter of support, Options to Revise worksheet and meeting minutes must be mailed, with original signatures, to the State Tech Prep Coordinator, ODCTE, 1500 West 7<sup>th</sup> Avenue, Stillwater, OK 74074.**

## **Section F - Application Evaluation and Award**

Applications will be reviewed and **evaluated, using a scoring rubric**, by a team of state agency personnel which will include at least one member of the Innovative Initiatives & Services (IIS) Division, and one additional member from the ODCTE staff. All reviewers' evaluations will be compiled for final scoring. If members of the evaluating team have questions or require verification regarding the application, you will be contacted by Jeremy Zweiacker to provide the requested supplemental information.

## **Section G - Award Notification**

Notification of awards will be sent electronically on or before June 22, 2011. A funding agreement and memorandum of understanding will be sent to the consortium after electronic notification is made. After ODCTE receives the original, signed funding agreement and MOU, funding will begin July 1, 2011.

## **PART III - APPLICATION PACKET**

### **Required Components**

Each Tech Prep Grant Application will contain the following required content and will be scored by using a rubric for each section as listed below:

#### **Signature Page**

The cover page must include the following:

- The name of the **Tech Prep Consortium** that is applying for the funding
- The **technology center(s)** and **college(s)** included in the proposed consortium
- Appropriate Superintendent signature
- The name and **contact information of the person submitting** the application on behalf of the consortium
- The name of the educational entity that will serve as **fiscal agent** and the contact information for the person responsible for fiscal reimbursement
- The name and **contact information of the person to whom questions concerning the application should be directed**

#### **Letter of Support**

A letter of support from the Primary partner is to be attached to the application as page two. This letter should indicate the Primary partners' intent to support the Tech Prep consortia through the Cooperative Alliances and be signed by the institution head.

#### **Options to Revise**

Tech Prep Consortia have the opportunity to revise their FY09 Tech Prep Grant. Consortia will indicate whether or not they will revise their grant by completing the Options to Revise Worksheet. The Options to Revise Worksheet will become page three of the application.

#### **Consortium Advisory Committee Meeting Minutes**

Tech Prep Consortia should submit a copy of their advisory committee meeting minutes with.

**The signature page, letter of support, Options to Revise worksheet and meeting minutes must be mailed, with original signatures, to the State Tech Prep Coordinator, ODCTE, 1500 West 7<sup>th</sup> Avenue, Stillwater, OK 74074.**

## Options to Revise Worksheet FY12

Please indicate whether your consortia will or will not revise each section.

### Section A - Analysis of Consortia Performance

Tech Prep Accountability System

### Section B - Consortium Strategic Plan

\_\_\_ We will revise \_\_\_ We will not revise

### Section C - Consortium Advisory Committee

\_\_\_ We will revise \_\_\_ We will not revise

### Section D - Consortium Educational Partners

\_\_\_ We will revise \_\_\_ We will not revise

### Section E - Career Majors

\_\_\_ We will revise \_\_\_ We will not revise

### Section F - Preparatory Services

\_\_\_ We will revise \_\_\_ We will not revise

### Section G - Professional Development

\_\_\_ We will revise \_\_\_ We will not revise

### Section H - Accountability Measures

\_\_\_ We will revise \_\_\_ We will not revise

### Section I - Coordination

\_\_\_ We will revise \_\_\_ We will not revise

### Section J - Budget Narrative

Required Revisions

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Tech Prep Consortium Coordinator

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Date

## Section A - Analysis of Consortia Performance

In the Tech Prep Accountability System (TPAS) please provide a brief list of **major** accomplishments for consortia for FY 2011. Indicate initiatives that will be continued in FY 2012. Indicate what focused strategy the accomplishment relates to: Career Majors, Preparatory Services, Professional Development, Accountability, and Cooperative Alliances.

### Example: Analysis of Consortia Performance

Accomplishment	Description	Rationale for continuing or discontinuing	Expected Outcome
Cooperative Alliance - Enrollment of 5,000 Alliance credit hours	Enrolled students in Alliance coursework to provide seamless transition from secondary to post secondary.	Will continue to enroll students in Alliances saving students approximately \$95 per credit hour	Alliance enrollment will increase from 5,000 credit hours to 5,250 credit hours or 5%

Please expand table and cells as needed.

## Section B - Consortium Strategic Plan

Based upon the transitional Consortium Strategic Plan, please indicate the progress that you have made on your Consortium Strategic Plan. You may add additional goals for your consortium based upon your transitional year work.

- **Strategic Plan is to be aligned to the focused strategies**
- Include **additional goals** that are relevant to your local consortia plan
- Goals should state what the consortia will work to accomplish
- Each goal should have corresponding **Critical Success Factors**. These factors must be **measurable** and will provide a definition for successful completion of a consortia goal. Tell how you will measure each Critical Success Factor
- Your plan should include **Objectives** of how you will reach your Goals
- **Strategies** should tell how the consortia will accomplish each Objective
- Each strategy should indicate a **timeline for completion**

### Example: Identification of Consortium Strategic Plan

Goal Area	Cooperative Alliance
Goal 1	Increase number of college ready students who will persist in associate and bachelor degree completion.
Goal Progress	We have increased our number of college ready students during the transitional year. Our remediation rate is 20% as compared to a 30% general student population remediation rate. We have also increased our Alliance enrollments from 90 to 100 students.
Critical Success Factor/Measurement	Factor 1 - Increase the number of college ready students from sending schools as evidenced by a reduction in college remediation rates from 30 to 2 Measurement-College partner remediation rates Factor 2 - Increase Alliance enrollments from 100 to 110 students Measurement-Alliance Partner enrollment information
Objective	Strategies and Timeline
Objective 1.1 – Work with marketing department to expand Alliance marketing	Create sophomore post cards – to be mailed in December Use ACT PLAN Data for mailing list – to be uploaded in January Create publication aimed at the recruitment of minority students – mailed in December
Objective 1.2 – Increase Counselor and Principal awareness of Alliance program	Develop an Alliance brochure mailing to all sending school Principals and Counselors – to be mailed in August Develop an Alliance Summit inviting all sending school Principals and Counselors – to be held on September 12

Please expand table and cells as needed.

## Section C - Consortium Advisory Committee

Each consortium should have in place a Consortium Advisory Committee. This committee should be consulted during the planning phases of the grant application and throughout the year in developing and implementing the Consortium Strategic Plan.

- Consist of a **minimum 51% business partners** and be chaired by a business representative
- Business partners may include representatives from business and industry, workforce investment board, Department of Commerce representative, or other state agency involved in economic development
- Other members of the Advisory Committee should include representatives from secondary education, sending schools, students, parents, and community organizations
- The Advisory Committee should discuss and have input on consortium clusters, career majors, curriculum and consortium funding

Duke Consortium Partners			
Office	Address	Contact	Email Address
Chairman	Los Angeles	Marion Morrison	m.Morrison@ib,.com
Entity	Address	Contact	Email Address
Winterset Technology Center	216 S. 2nd St.	John Books	books@wtc.edu
John Wayne High School	123 Chisum Road	Andrew V. McLaglen	A.McLaglen@jwhs.com
IBM	Los Angeles	Marion Morrison	m.Morrison@ibm.com
Parent	124 Rio Bravo	Maureen O'Hara	Maureen@hotmail.com
Student	987 Duke Avenue	John Wayne	jwayne@wtc.edu

**Attachment A** – Please include a copy of your Consortium Advisory Committee’s meeting minutes. This meeting should consist of your consortium’s Advisory Committee and have taken place during FY11. The Advisory Committee Chairperson should sign the minutes. **(required)**

## Section D - Consortium Educational Partners

Provide a **narrative description** of the Tech Prep Consortium educational partnership. Partnership may include approved or proposed Alliance primary partners, unless primary partner defers to secondary Alliance partner, any additional technology centers, or postsecondary institutions, comprehensive school districts, and other educational partners. Include a **brief history** of the partnership or justification for the new partnerships. Please use the following table format to **designate all educational partners**, and expand as needed.

Example: Consortium Partners

Duke Consortium Partners			
Educational Entity	Address	Contact	Email Address
Winterset Technology Center	216 S. 2nd St.	John Books	books@wtc.com
John Wayne High School	123 Chisum Road	Andrew V. McLaglen	A.McLaglen@jwhs.com
USC	Los Angeles	Steven Sample	s.sample@usc.edu

Please expand table and cells as needed

## Section E - Career Majors

- Provide a list of the Career Clusters your consortium will develop and implement, using the national Career Cluster designation. Designate the **career majors** that will be designated Tech Prep.
- For each individual career major, document the rationale for the selection of those career majors including workforce data to **support two of the three definitions** of high-skill, high-wage, high-demand careers. This may include current workforce data, projected workforce growth, new growth potential and potential business/industry partners. Cite all data references.
- For each career major, document and describe current **student performance**. Document successes through high school graduation rates, college remediation, college transition rates, college graduation rates or other indicators of success.
- Provide a brief **explanation for any increases or decreases** of student performance compared to the general student population. Cite all data references.

### Example: Proposed Career Major

Career Cluster	Rationale for Choosing	Data to support high-skill, high-wage, or high-demand	Potential Business and Industry Partners
Business, Management & Administration	<p><b>High Demand</b> My technology center is experiencing a demand for business administrators. We need to provide 100 work ready students for Google.</p> <p><b>High Wage</b> My students can expect to make \$18 per hour after 2 years experience.</p>	<p><b>High Demand</b> - 25% projected growth within region Source: Dept of Commerce Regional Employment Analysis <a href="http://www.okcommerce.org">www.okcommerce.org</a></p> <p><b>High Wage</b> – Jobs with at least an associates degree are projected to earn \$16 within the career path.</p>	<p>Keen Insurance, Inc Kannapolis National Bank JR Lawfirm Google</p>

Please expand table and cells as needed.

### Example: Career Major Detail

Career Cluster	Pathway	Career Major	Local Career Major
STEM	Pre-Engineering	Mechanical Pre-Engineering	

Please expand table and cells as needed.

## Section F - Preparatory Services

Provide a **detailed description** of how Tech Prep students will be identified, recruited, and supported through college transition and degree/certification completion. Include how information will be provided to students and parents regarding Tech Prep opportunities:

- How potential Tech Prep students will be **identified**
- What targeted **recruitment strategies** will be used for Tech Prep students
- How students will be **supported to complete** Tech Prep programs
- How students will be **supported in transition** to postsecondary institutions
- How students will be **supported to complete degrees**
- How students will be **assisted** with required assessments, placement in postsecondary and/or employment, and preparatory services
- How **comprehensive career guidance and academic counseling** will be provided to participating students, including issues of **dropout prevention** and **reentry** and the needs of **special populations**

## Section G - Professional Development

### Section G.1

Provide an **outline of proposed high-quality intensive professional development for teachers, faculty and administrators**. Professional Development should be targeted to support effective implementation of Tech Prep. Justify activities through the use of supporting data. This should include but is not limited to:

- Joint training of high school, technology center, and college staff
- Instructional improvement
- Contextual curriculum development with the integration of academic and technical content
- Creating a college-going culture
- Assessment identification, development, and implementation
- Application of technology in the classroom
- Development of 21<sup>st</sup> Century Skills
- Accessing and using data for improving student achievement
- Providing comprehensive career guidance and academic counseling, including special populations
- Creating a culture of high expectations

## Section G.2

Provide an **outline of proposed high-quality intensive professional development for counselors**. Professional Development should be targeted to support effective implementation of Tech Prep. This should include but is not limited to:

- Providing information to students regarding Tech Prep
- Supporting student progress in completing Tech Prep programs
- Providing information on related employment opportunities
- Ensuring that students are placed in appropriate employment or further postsecondary options
- Staying current with the needs, expectations, and methods of business and all aspects of industry
- Providing comprehensive career guidance and academic counseling to participating student, including special populations
- Promoting opportunities available to individuals participating in programs nontraditional for their gender

### Example: Professional Development Outline

G.1 Audience: Teachers, Faculty and Administrators			
Date/ Timeline	Professional Development	Research-based, high-quality and/or intensive rationale	Anticipated Results/ Follow Up
June 2009	Alliance Summit	Educate sending schools in a systematic approach on advantage to students of Alliances including OSRHE policy, ACE and other legislation. Effectiveness will be determined through school enrollments in Alliance course work.	Attendees will better understand importance of CTE. Will distribute follow up survey to assess effects. Will share data with those attending in efforts to improve and target initiatives included.
G.2 Audience: Counselors			
July 2009	Counselor Summit	Work with sending school counselors on advantages of Alliances, recruitment of minorities to CTE, use of PLAN data and importance of sending ACT scores to tech center.	Participants will better understand the importance of CTE. Will develop webinar follow up meeting.

Please expand table and cells as needed.

## Section H - Accountability Measures

Provide **evidence** that the consortium has the ability to collect and monitor valid, reliable, and accurate student and consortium data. This should include explaining strategies that:

- **Identify** data to be collected
- Specific **strategies to use** the collected data to measure consortium performance
- Strategies for how data will be **used to push improvement**

## Section I - Coordination

**Briefly explain** the coordination between your Tech Prep initiative and the strategies proposed with appropriate local Carl Perkins Plans, your local Alliance partnerships, and other school improvement initiatives such as *Tech Centers That Work*, *High Schools That Work*, Smaller Learning Communities, Successful Practices Network, Baldrige, etc. How are you leveraging your Tech Prep dollars with other school improvement initiatives?

## Section J - Budget Narrative

Please provide a **proposed budget narrative**, detailing activities, services, and properties that will be utilized in the implementation of Tech Prep, development of career majors and programs of study, linkages of secondary and postsecondary courses, guidance/advisement, professional development, and accountability of performance measures.

**Consortium Budget**-Consortia are required to enter their budget into the IMPACT system located at <https://www.okcareertech.org/impac>. **(required)**