This Technical Assistance document is a tool for use by schools completing a Carl Perkins grant application.

Included in the “CLARIFICATION” column of this document are breakdowns/rephrasing of the application questions, descriptions, definitions and clarifications. These should assist you in your interpretation of the application questions and provide insight into what reviewers will be looking for when scoring your application. If these items are addressed as fully as possible, your answer should reflect the goals, strategies and desired outcomes of your school system.

The “ASSISTANCE - EXAMPLES” column provides additional assistance and some sample responses to the application questions. These responses should not be copied into your application but should serve as an example of “best practices” or what the grant reviewers would like to see.
FY-21 Carl Perkins Application Technical Assistance Document

Contents

Section 1: Federal Financial Information Collection Requirements ..................................................................................................................3

Section 2: Comprehensive Local Needs Assessment .......................................................................................................................................4

Section 3: Program of Study ..........................................................................................................................................................................6

3.1 Programmatic Areas Offered ............................................................................................................................................................................... 7

3.2 Post-Secondary Certification, Licensure or Degree ............................................................................................................................................. 7

Additional Program of Study Information ................................................................................................................................................................. 7

Section 4: Budget Narrative ...........................................................................................................................................................................8

Section 5: Organization Overview ................................................................................................................................................................. 15

5.1 Career Exploration and Development ............................................................................................................................................................... 15

5.2 Providing High Skill, High Wage, In-Demand Career Information ..................................................................................................................... 15

5.3 Career and Academic Counseling ...................................................................................................................................................................... 15

5.4 Challenging Academic and Technical Content ................................................................................................................................................ 16

5.5 High Skill, High Wage, In-Demand Occupations ................................................................................................................................................ 19

5.6 Non-Traditional .................................................................................................................................................................................................. 20

5.7 Equal Access ....................................................................................................................................................................................................... 20

5.8 Non-Discrimination ............................................................................................................................................................................................ 21

5.9 Work-Based Learning Opportunities ................................................................................................................................................................. 22

5.10 Collaboration with Workforce Partners ........................................................................................................................................................... 22

5.11 Post-Secondary Credit ...................................................................................................................................................................................... 23

5.12 Staff Recruitment, Retention and Training ...................................................................................................................................................... 24

5.13 Performance Data Gaps ................................................................................................................................................................................... 25

Section 6: Itemized Budget Guidelines ............................................................................................................................................................. 26

Itemized Budget Spreadsheet .................................................................................................................................................................................. 26
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1: Federal Financial Information Collection Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 Verify schools’ DUNS number</strong></td>
<td>Check the box if your DUNS number is listed correctly. If your organization does not have a DUNS number, you must contact Dun &amp; Bradstreet to obtain one.</td>
<td>Dun and Bradstreet Website: <a href="https://fedgov.dnb.com/webform/">https://fedgov.dnb.com/webform/</a></td>
</tr>
<tr>
<td><strong>1.1A DUNS number is incorrect</strong></td>
<td>List your correct DUNS number here if necessary.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 SAM’s registration updated</strong></td>
<td>Use checkboxes to select correct option. (Yes or No).</td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Zip+4 for your PHYSICAL street address</strong></td>
<td>You must use the zip code for your street address. Do not use a zip code for a P.O. Box.</td>
<td></td>
</tr>
<tr>
<td><strong>1.4 Congressional District Number</strong></td>
<td>Provide the school’s two-digit Congressional District #: 01, 02, 03, 04 or 05.</td>
<td>State Congressional Map: <a href="https://www.okhouse.gov/Documents/Districts/Congressional%20Delegation.pdf">https://www.okhouse.gov/Documents/Districts/Congressional%20Delegation.pdf</a></td>
</tr>
<tr>
<td><strong>1.5 Revenues: 80% or more AND $25 million or more in revenues from the listed sources</strong></td>
<td>Check “Yes” or “No.” You must meet BOTH conditions to respond “Yes.”</td>
<td></td>
</tr>
<tr>
<td><strong>1.6 Compensation of executives</strong></td>
<td>Leave this question blank if you answered “No” to question 1.5. Select “Yes” or “No.”</td>
<td></td>
</tr>
<tr>
<td><strong>1.7 Names and compensation of your 5 most executives</strong></td>
<td>Leave this question blank if you answered “Yes” to question 1.6. If you answered “No” to 1.6, enter the compensation information as a text string using the following format: <strong>Example:</strong> John Doe, Superintendent: $215,000.00; Jane Doe, Assistant Superintendent: $184,000.00; Mike Mulligan, District Diagnostician: $178,000.00; Carrie Dunlap, Education Specialist: $175,000.00; Brannigan Colt, Secondary/Postsecondary Coordinator: $175,000.00.</td>
<td></td>
</tr>
</tbody>
</table>
### Section 2: Comprehensive Local Needs Assessment

#### 2.1 Identify CLNA Priorities

From your completed CLNA, navigate to STEP 6 – CONCLUSIONS AND ACTION ITEMS and insert the top 3-5 priorities your school wishes to fund.

1. List the top 3-5 funding priorities as identified by your CLNA

2. For each priority listed, address **ALL** of these requirements:

   A. Describe how you used the CLNA results to determine that your school has an Opportunity or Gap in this area
   B. Identify the specific Student Opportunity Or Performance Gap this priority will address.
   C. Name the program this priority related to.
   D. List the budget requirements that will be required to complete this priority.

- Point to specific examples that lead you to deciding your school had a need or opportunity in this area.

#### 2.2 Action Items to Address Priorities

List and discuss the Actions your school plans to fund, for the next two fiscal years, to address identified opportunities or gaps in the five key areas of the CLNA.

Review the five KEY DATA ANALYSIS AND DISCUSSION POINTS From your CLNA.

List ALL actions your school plans to fund, **EACH FISCAL YEAR**, to increase student performance or address gaps/opportunities in the following areas:

- Student Performance Data
- Labor Market Alignment
- Size, Scope, Quality
- Implementing Programs of Study

- List all actions you will take in these 5 areas for the 2020-2021 Fiscal Year.
- List all actions you will take in these 5 areas for the 2021-2022 Fiscal Year.
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Recruitment, Retention and Staff Training</td>
<td>You do not need to have actions in all of the listed areas. You must identify the program area you are taking the action in (Ag, FACS, BITE, etc.) You must list all actions requiring the use of Perkins funds. (All items listed in your budget must be tied to actions listed in these sections).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3 Implementation of new CTE programs</th>
<th>Check the “No” box if your school does not plan to start a new CTE program within the next two years. If “No” is selected, you may skip the rest of this question.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check the “Yes” box if your school <strong>does</strong> plan to start a new CTE program within the next two years.</td>
</tr>
<tr>
<td>If you checked the “Yes” box:</td>
<td><strong>Assistance:</strong></td>
</tr>
<tr>
<td>• List the programmatic area the new CTE program will be in.</td>
<td>• Describe any new CTE program you will develop.</td>
</tr>
<tr>
<td>• List the PRIORITY this new program will address (what gap or opportunity this program will address).</td>
<td>• Explain how you determined there was a need for this Program. (Ex: employment data, etc.)</td>
</tr>
<tr>
<td>• List the ACTIONS your school will take to establish this new program during the next two years. All actions</td>
<td></td>
</tr>
</tbody>
</table>
You must attach a complete, accurate Program of Study for EVERY program area where you will be spending Perkins funds in the next two years.

If you are funding ONLY salary and benefits, you must attach at least one complete, accurate Program of Study from an approved CTE program. You may choose any Program of Study from one of your approved CTE programs.

Make sure you have saved all of these Programs of Study on your computer. You will add these Programs of Study to your Application by using the CTIMS Attachment feature after completing Section 5 and before moving to the next page of the Worksheet Application.

A Program of Study – Course Sequence Worksheet link is available in the application. All Programs of Study submitted must use this worksheet template.
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
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</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> You are required to keep Programs of Study from <strong>ALL</strong> instructional areas offered by your organization on file at your location.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AUTOMATIC REJECTION:</strong> Failure to attach all required Programs of Study will result in Automatic Rejection of the Application Worksheet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **3.1 Programmatic Areas Offered** | Put a check mark in front of EVERY approved CTE program offered by your school or consortium.  
This includes approved CTE programs offered at your Middle Schools.  
This also includes CTE programs that have been approved but not funded. | | |
| **3.2 Post-Secondary Certification, Licensure or Degree** | For every program area checked in question 3.1, list the EXACT Post-Secondary certification, licensure or degree that is shown on that Program of Study.  
The exact industry or institution approved certification must be listed – not a general program name.  
The credential must be at a post-secondary level. | **Examples:**  
- **Incorrect:** Agriculture Education: Welding.  
Listing “Welding” as the certification is not adequate. List the actual certification that will be awarded.  
- **Correct:** Agriculture Education: AWS Certified Welder – SMAW  
- **Incorrect:** Health: Nursing. Listing “Nursing” is not adequate. List the actual degree or certification awarded.  
- **Correct:** Health: Associate in Applied Science - Nursing | |
| **Additional Program of Study Information** | You must attach a complete, accurate Program of Study for every program area in which you will be requesting (or might be requesting) funding in the next two years.  
- A Program of Study must include a complete listing of specific courses at the high school, both CTE and academic, that are associated with the career pathway chosen. | | |
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Only one Program of Study will need to be attached if you are only funding Guidance and Advisement type positions. You may choose a Program of Study from any of your approved CTE programs.</td>
<td>• Programs of Study should include a complete listing of specific courses at the technology center and/or community college level that lead a student to an industry license, certification, or degree. You should contact your local technology center, college or university to discuss how students can continue their career pathway and attain a degree, licensure, or certification.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Programs of Study should demonstrate that there is no duplication of course work between Secondary and Post-Secondary course outlines and that there is a seamless path to certification, licensure or degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A Program of Study cannot lead directly into to a 4-year degree program without first achieving an Associate Degree or certification/licensure at a post-secondary level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Programs of Study should have multiple termination points, all awarding either a post-secondary certification, an industry-recognized certification or an AAS degree.</td>
</tr>
</tbody>
</table>

Section 4: Budget Narrative

In the budget narrative section below, you should discuss the priorities you plan to expend Perkins funding on **FOR THE UPCOMING FISCAL YEAR ONLY**.

Only answer in the areas below where your CLNA identified Opportunity/Gaps AND which your school set as a priority for the upcoming year. This information is also listed in Worksheet Section 2.2.
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is OK to leave an area blank if you are not planning on spending Perkins funds in that area this year.</td>
<td>Every item listed in your budget spreadsheet must be identified and discussed in your budget narrative.</td>
<td></td>
</tr>
</tbody>
</table>

Funded items listed in the **budget narrative should follow this format:**

1. Consortium Member Name (if applicable)
2. CTE Program
3. Item name/description
4. A description of how this item will improve your organizations CTE education and how it relates to a specific Program of Study

**Example:** School #1 – Health – Simpad+. The Simpad Plus systems will allow SCHOOL 1 to teach with the newest available technology and will work with our existing manikin simulators so that the students can participate in simulated scenarios. This type of learning helps expose the students to both commonly seen patient problems as well as high risk/low occurrence problems that the students may not get the opportunity to witness in the clinical setting.

**All expenditures must be clearly related to the priorities/actions identified in your CLNA and Section 2.2 of this Worksheet.**

**Reminder:** You must attach a Program of Study for EVERY program area (Ag, FACS, BITE, Health, Marketing, STEM, T&I) in which you are budgeting funds. If you are funding ONLY Salary and Benefits, only one Program of Study needs to be attached.

**Be specific: do not list items simply as “technology” or “supplies.”**

Include the following in your narrative:

- How does this equipment increase student performance?
- How does this equipment help students gain an industry licensure, certification, or degree?
- How does this equipment lead students to post-secondary education either Technology Center or college?

Also consider:

- Is it beyond basic?
- Does it improve the student or program outcome?
- Is it innovative?
- Is it locally sustainable after 2-3 years?
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
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<tbody>
<tr>
<td><strong>AUTOMATIC REJECTION:</strong> Failure to complete each step of the Budget Narrative, or to attach all required Programs of Study, will result in an automatic rejection of the application.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0 Four-Year Budget Overview</td>
<td>Provide an overview of how you are planning to expend your Perkins funding over the next four years to meet the identified Gaps/Opportunities identified in your CLNA.</td>
<td><strong>Example:</strong> We plan to focus our expenditures on the development of 2 new STEM programs, increasing Career Guidance services to Middle School students and strengthening partnerships with local business and industry to provide more work-based learning experiences for our students.</td>
</tr>
<tr>
<td>4.1 Consortium Allocations</td>
<td>As a consortium fiscal agent, you cannot budget any member school the same, exact amount as they were allocated from ODCTE. List each school in the consortium, followed by their allocation amount from ODCTE <strong>THEN</strong> the amount they were budgeted by the consortium. <strong>Budgeting back the exact amount of the ODCTE allocation is cause for an Automatic Rejection of your Worksheet.</strong></td>
<td><strong>Example:</strong> Missouri City - $24,500.00 ODCTE Allocation - $21,500.00 Consortium Allocation. Pearland - $14,221.00 ODCTE Allocation - $17,221.00 Consortium Allocation.</td>
</tr>
<tr>
<td>4.2 Student Performance</td>
<td>Provide narrative for any priorities/actions identified in Worksheet Section 2.2 – Student Performance that you will expend funding on. Budget narrative should be provided in the following <strong>format</strong> for ALL planned expenditures: 1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A description of how this item will improve your organizations CTE</td>
<td>• Identify any priorities (specific gaps or opportunities) found in the Student Performance area that you wish to fund. • Funds are budgeted to make improvements only in these identified areas. • Give specific examples of how funding will be used to drive improvement in student performance.</td>
</tr>
<tr>
<td>Section/Question Summary</td>
<td>Clarification</td>
<td>Assistance - Examples</td>
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<tr>
<td></td>
<td>education and how it relates to a specific Program of Study</td>
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<tr>
<td></td>
<td>Budget items here would encompass the following approved program/Use of Funds areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Academic Integration (330)</td>
<td>• Identify any priorities (specific gaps or opportunities) identified in the Labor Market Alignment area that you wish to fund.</td>
</tr>
<tr>
<td></td>
<td>• Evaluation (337)</td>
<td>• Funds are budgeted to make improvements only in these identified areas.</td>
</tr>
<tr>
<td></td>
<td>• Secondary/Post-secondary Link (340)</td>
<td>• List workforce partnerships and demonstrate how occupational needs/data were reviewed.</td>
</tr>
<tr>
<td>4.3 Labor Market Alignment</td>
<td>Provide narrative for any priorities/actions identified in Worksheet Section 2.2 – Labor Market Alignment that you will expend funding on.</td>
<td>• Describe how your programs are/will meet workforce demands and lead students to High Skill, High Wage, In-Demand Occupations.</td>
</tr>
<tr>
<td></td>
<td>Budget narrative should be provided in the following format for ALL planned expenditures:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Consortium Member Name (if applicable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. CTE Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Item name/description</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. A description of how this item will improve your organizations CTE education and how it relates to a specific Program of Study</td>
<td></td>
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<td></td>
<td>Budget items here would encompass the following approved program/Use of Funds areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Workforce Partnerships (338)</td>
<td></td>
</tr>
<tr>
<td>Section/Question Summary</td>
<td>Clarification</td>
<td>Assistance - Examples</td>
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</tr>
<tr>
<td>4.4 Size, Scope and Quality</td>
<td>Provide narrative for any priorities/actions identified in Worksheet Section 2.2 – Size, Scope and Quality that you will expend funding on. Budget narrative should be provided in the following format for ALL planned expenditures: 1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A description of how this item will improve your organization's CTE education and how it relates to a specific Program of Study. Budget items here would encompass the following approved program/Use of Funds areas: 1. Use of Technology (332) 2. Work-Based Learning (331) **Be aware of the new definitions for Size, Scope and Quality. These are defined in the CLNA. SIZE – The term “Size” means evidence that facilities, equipment, class enrollment and Programs of Study allow the CTE program to address all student-learning outcomes. SCOPE – The term “Scope” refers to the curricular expectations of each program/Program of Study, in terms of curriculum content, sequencing and articulation, and work-based learning. QUALITY – Programs and/or Programs of Study meet the required Perkins V levels of performance.</td>
<td>• Identify any priorities (specific gaps or opportunities) identified in the Size, Scope or Quality area that you wish to fund. • Funds are budgeted to make improvements only in these identified areas. • Describe how funds will be used to help provide quality, equitable and impactful CTE programs that prepare students for success.</td>
</tr>
</tbody>
</table>

<p>| 4.5 Implementing Programs of Study | Provide narrative for any priorities/actions identified in Worksheet Section 2.2 – Implementing Programs of Study that you will expend funding on. | • Identify any priorities (specific gaps or opportunities) identified in the Implementing Programs of Study area that you wish to fund. • Funds are budgeted to make improvements only in these identified areas. |</p>
<table>
<thead>
<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
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</thead>
</table>
| Budget narrative should be provided in the following format for ALL planned expenditures:  
  1. Consortium Member Name (if applicable)  
  2. CTE Program  
  3. Item name/description  
  4. A description of how this item will improve your organization's CTE education and how it relates to a specific Program of Study | Give specific examples of how funding will be used to provide guidance counseling and/or Career Awareness to your students.  
  List methods, tools, staff and resources that will be funded to drive improvement in these areas. |
| Budget items here would encompass the following approved program/Use of Funds areas:  
  - Guidance and Counseling (334)  
  - Career Awareness (335) |  |
| 4.6 Staff Recruitment, Retention and Training | Provide narrative for any priorities/actions identified in Worksheet Section 2.2 – Recruitment, Retention and Staff Training that you will expend funding on.  
Budget narrative should be provided in the following format for ALL planned expenditures:  
  1. Consortium Member Name (if applicable)  
  2. CTE Program  
  3. Item name/description  
  4. A description of how this item will improve your organization's CTE education and how it relates to a specific Program of Study | Identify any priorities (specific gaps or opportunities) identified in the Staff Recruitment, Retention and Training area that you wish to fund.  
  Funds are budgeted to make improvements only in these identified areas.  
  Be specific in naming the types of Professional Development that will be provided and who it will be provided for. Example: Registration for 2 Counselors to attend ACTE Regional Conference, not simply “ACTE”.  
  Ensure that all Professional Development listed meets the new definition/guidelines, which can be found in the CLNA FAQ document, The |
<table>
<thead>
<tr>
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<th>Assistance - Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget items here would encompass the following approved program/Use of Funds areas:</td>
<td><strong>Answers.</strong> All professional development activities/events that are funded must be listed.</td>
</tr>
<tr>
<td></td>
<td>• Professional Development (333)</td>
<td>• Describe how these activities will improve your organization CTE programs.</td>
</tr>
<tr>
<td></td>
<td>• Recruitment and Retention (336)</td>
<td></td>
</tr>
<tr>
<td><strong>4.7 Consortium Purchasing</strong></td>
<td>Use the checkboxes below to select the method your consortium will use to purchase budgeted items.</td>
<td>• <strong>Checkbox A:</strong> The fiscal agent will do all the purchasing and ship the items to their member districts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Checkbox B:</strong> The member districts will make their approved purchases and submit reports and invoices to the fiscal agent for reimbursement.</td>
</tr>
</tbody>
</table>
# Section 5: Organization Overview

**Questions 5.1 – 5.3 Partnership Collaborations.** These three questions will address your collaboration with local workforce boards, agencies, one-stop delivery systems or other stakeholders/partners. These groups should be listed on page 8 of the CLNA.

| 5.1 Career Exploration and Development | Describe how you work with these partners to provide career exploration and career development courses/activities/services to your students. | • List the partners you work with.  
• Give specific examples of courses, activities, strategies or services you use to provide career exploration and development to our students.  
• Describe how your partners worked with you, or provided input, into these activities. |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 5.2 Providing High Skill, High Wage, In-Demand Career Information | Describe how you inform your students about high skill, high wage, in-demand workforce opportunities.  
You should have identified these types of opportunities in Step 2 of the CLNA.  
Discuss specific suggestions you received from your CLNA Assessment and Stakeholder Teams (page 7-8) | • Give specific examples of workforce information gathered from your Stakeholders  
• Describe how you are utilizing this information to provide students with high skill, high wage, in-demand career options and opportunities. |
| 5.3 Career and Academic Counseling | Describe how you provide Career and Academic Counseling to students before they enroll in CTE programs.  
Describe how you provide Career and Academic Counseling to students after they are enrolled in a CTE program. | • Describe, in detail, the guidance services and activities provided to your students before enrolling in a CTE program.  
• Describe, in detail, the guidance services and activities provided to your students while they are enrolled in a CTE program.  
• Describe how you worked with your collaborative network/stakeholders to develop and strengthened your guidance and academic counseling program. |
<table>
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<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
</thead>
</table>
| 5.4 Challenging Academic and Technical Content | Describe how you ensure that your CTE programs contain challenging academic and technical content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | • Describe how graduation requirements or program completion requirements ensure all students are taught coherent and rigorous content. Identify the different graduation tracks your school has, if any.  
• Describe how math and literacy are incorporated into the CTE curriculum.  
• Describe specific activities and/or methods your staff use that ensure CTE students are receiving coherent and rigorous course content.  
• Describe how you ensure that the “well-rounded education” requirement, is included in your Program of Study.  
• Explain how your CTE instructors encourage students to take rigorous courses.                                                                                                                                                                                                                                                                                                                                                           |
Special Populations Definitions. Special Populations are comprised of the following groups:

- **Special Populations is not the same as Special Education.**

Individuals with Disabilities: Individuals with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 1212)).

Individuals from Economically Disadvantaged Families: Individuals who are eligible for, or receiving, any of the following:
- The Program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601)
- Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011)
- To be counted for purposes of Section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701)
- Free and reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751)
- Participation in programs assisted under Title II of the JTPA
- Pell grant or assistance under a comparable state program of need-based financial assistance
- Determined to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines

Individuals Preparing for Non-Traditional Fields: Individuals preparing for occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Single Parents, Including Single Pregnant Women: A single parent is a woman who is currently pregnant with or an individual who has a child/children under the age of 18 AND who is widowed, divorced and not remarried, or who has never been married.

Out-Of-Workforce Individuals: Individuals who are a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or individuals who have worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

English Learners: A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language AND — whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.
Homeless Individuals: defined in Section 725 of McKinney-Vento Homeless Assistance Act as individuals who lack a fixed, regular, and adequate nighttime residence and includes:

(i) sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

(ii) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a)(2)(C))

(iii) living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

(iv) migratory children living in circumstances described in (i) through (iii)

Youth In or Aged Out of Foster Care System: includes individuals currently in foster care or those that were still in foster care when they turned 18 years of age.

Youth with a Parent who is a Member of the Armed Forces and on Active Duty: defined Sec. 101(a)(4) of US Code and Sec. 101(d)(1)
The term "armed forces" means the Army, Navy, Air Force, Marine Corps, and Coast Guard. The term "active duty" means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

Questions 5.5 – 5.8 address how your organization deals with special population students. Special populations include:

- Individuals with Disabilities
- Economically Disadvantaged Families
- Students in Non-Traditional Fields
- Single Parents and Pregnant Women
- Out-of-Workforce Individuals
- English Learners
- Homeless Individuals
- Youth who are in or Aged out of the Foster Care System
- Youth with a Parent who is a Member of the Armed Forces and is on Active Duty

Your answers should address ALL the special populations covered by your organization.
<table>
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<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
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<tr>
<td><strong>5.5 High Skill, High Wage, In-Demand Occupations</strong></td>
<td>Describe specific activities your organizations provide to prepare special populations for High Skill, High Wage, In-Demand jobs.</td>
<td>- Describe the process you use to design CTE programs that prepare the members of special populations for the workforce. This would include the use of the students IEP/504/transition plans.</td>
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**Definitions:**

**High wage career,** Oklahoma defines as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Oklahoma Employment Security Commission. The FY16 average hourly rate was $20.56 in Oklahoma according to the Bureau of Labor Statistics.

**High-Skill occupations** require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

**In-demand industry sector or occupation** means:

- An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

- An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional or local economy, as appropriate.

**Examples:**

- List people/positions involved in the development of these programs
- Stating what data is used in the development
- Describing how program effectiveness is evaluated

- Explain how you assist special population students in transitioning to postsecondary education and employment.

- Describe how special population students are taught to self-advocate for accommodations and career planning.

- Give examples of how your organization encourage self-sufficiency in your special population students.
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<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
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</table>
| 5.6 Non-Traditional      | Describe how your organization will prepare all CTE students, including special populations for Non-Traditional fields. A Non-Traditional field is defined as one where 25% or less of the individuals’ gender are employed. | • Name specific examples of how your organization recruits students for nontraditional fields.  
• Describe the professional development your school provides to administrators, instructors, and guidance staff on how to recruit and how to teach non-traditional students.  
• List any recruitment materials used by the school that specifically show males and females in non-traditional programs according to their gender.  
• Explain how your school provides data to prospective non-traditional students (including job market analysis and the projected pay rate) so they can make an informed career decisions.  
**Examples:**  
✓ Marketing and recruitment activities that highlight non-traditional field by gender.  
✓ Career fairs.  
✓ Including non-traditional students and employers when presenting career education to students. |
| 5.7 Equal Access         | Describe how your organization will ensure that all special populations have equal access to all CTE courses, programs and Programs of Study. | • Describe, in detail, how your school personnel identify and eliminate any barriers that may lower special population access to, and success in, your CTE programs.  
• Name specific examples of adaptations and accommodations made in your CTE programs that will enable special population students to successfully meet the requirements for a high-skill, high-wage, in-demand job. |
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<tr>
<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
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| 5.8 Non-Discrimination   | Describe how your organization will ensure that no student is discriminated against based on their status as a member of a special population. | • List specific training you provide your staff to help them address special populations and their education.  
• State the specific federal and/or state nondiscrimination guidelines your school follows. **Example**: the Civil Rights Act  
• Describe the district’s policy on discrimination.  
• Explain how you share information on nondiscrimination with the public. |

**Questions 5.9 – 5.10 address the Work-Based learning opportunities offered by your organization.**

**Work-Based Learning Definition:**

- **Sustained** interactions with industry or community professionals in real workplace settings, to the extent practicable OR
- **Simulated** environments at an education institution that fosters in-depth, first-hand engagement with the tasks required in a given career field AND
- Are aligned to curriculum and instruction.
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<th><strong>Section/Question Summary</strong></th>
<th><strong>Clarification</strong></th>
<th><strong>Assistance - Examples</strong></th>
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| 5.9 Work-Based Learning Opportunities | Describe the Work-Based Learning opportunities you provide to CTE students. | • Name specific examples of work-based learning provided by your organization such as:  
✓ Bringing in guest speakers  
✓ Take industry tours  
✓ Virtual-reality  
✓ Job-shadowing  
✓ Mentoring relationships with individuals from the industry  
✓ Work simulations, capstone or senior projects  
✓ Internships  
• Provide information on the partners you worked with to develop these work-based opportunities. |
| 5.10 Collaboration with Workforce Partners | Describe how your organization will work with employers and industry partners to develop or expand Work-Based Learning opportunities for students. | • Describe meetings, cooperative alliances and other interactions with local/regional employers to develop work-based learning opportunities for your students  
• Explain how you evaluate the effectiveness of these learning experiences. |
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<th>Section/Question Summary</th>
<th>Clarification</th>
<th>Assistance - Examples</th>
</tr>
</thead>
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| 5.11 Post-Secondary Credit | Describe how your organization will provide CTE students with the opportunity to obtain post-secondary credit while still attending high school. | • Describe how your school enables students to gain postsecondary credit while still in high school.  
**Examples:**  
✓ Concurrent Enrollment  
✓ Dual Enrollment  
✓ Advanced Placement Exams  
✓ Equivalency/Proficiency exams  
✓ College instructors on high school campuses  
• List the partner organizations you work with to provide students with these opportunities. Provide names and titles of contacts if possible.  
• Discuss how your organization works to strengthen the link between secondary and postsecondary institutions. |
### 5.12 Staff Recruitment, Retention and Training

Describe how your organization will work with ODCTE and institutions of higher learning to:

**Recruit AND Retain AND Train:**
- Teachers/Faculty
- Administrators
- Support Personnel/Paraprofessionals
- Groups Underrepresented in the Teaching Profession.

You must address **ALL issues:** Recruitment, Retention and Training for **ALL** staff listed.

Do not provide the same answer for all types of staff members.

Describe the type of training and/or Professional Development will you provide to EACH of these groups in order to foster staff recruitment and retention.

For each of the following, describe how your organization works in conjunction with ODCTE and higher education to:

- **Recruit** new CTE instructors, administrators, support personnel and underrepresented teaching groups.

**Examples:**
- Online job listings
- Career fairs
- Websites
- Media services

- **Prepare** these groups to provide CTE instruction to a variety of students, including special populations.

**Examples:**
- Degree programs
- New Teacher Workshops
- Certifications & emergency certifications

- **Train** these groups to provide rigorous and challenging CTE instruction resulting in students obtaining high wage, high skill, in-demand jobs.

**Examples:**
- Professional Development activities

- **Retain** instructors, administrators, support personnel you already employ.

**Examples:**
- Mentoring programs
- Professional development opportunities
- Continuing education reimbursement plans
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<tr>
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<th>Clarification</th>
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</tr>
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<td>• List specific examples of how you work with ODCTE and higher education to recruit and mentor groups that are underrepresented in the teaching profession.</td>
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<td>5.13 Performance Data Gaps</td>
<td>Describe how your organization will address any gaps between your Local Actual Performance Levels and the State Goals over the 4 year course of this Application. If no meaningful progress is achieved by the end of the third program year, describe additional actions your organization will take to eliminate those disparities or gaps.</td>
<td>• Discuss how often performance data is reviewed and by whom. • Discuss how improvement strategies are implemented once gaps between Local Actual Levels and State Goals are identified. • Describe how you evaluate progress towards reaching the State Goals.</td>
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</table>

This concludes the narrative portion of the Carl Perkins Application for funding. Before continuing, please check that all required documentation is attached. If the documents were successfully added, they will be listed in the attachment section of the application.

If you are ready to continue on to adding your organization's proposed itemized budget, please read the information in SECTION 6 and then press the "Save & Next" button located in the bottom right hand corner of the screen.
### Section 6: Itemized Budget Guidelines.

**Itemized Budget Spreadsheet**

**Instructions:**
In this section you will set up your itemized budget.

You must budget your school/consortium’s ENTIRE ALLOCATION at this time.

*Every expenditure listed in your itemized budget must have been listed and discussed in the budget narrative in Section 4.*

**Budget Line Description:**
- Do not list member schools and their allocations.
- Do not list general categories such as “technology” or “supplies.”
- Salary and benefits must be separate line items.
- Include costs such as shipping & handling, palletizing and set-up charges, if applicable, with the materials/equipment being purchased.
- All “non-instructional” in-service training or travel (function code 2573) must be described as either “Administrative” or “Non-Administrative.”
- All line item descriptions must include the school name (if you are a consortium) – the program the expenditure is for – and a brief description of the expenditure.

**Example:**
- Non-Consortium: FACS – Bernia Sewing Machine
  - Marketing – Chromebooks (4)
- Consortium: Consortium Member Name – Ag – Plasma Cutter
  - Consortium Member Name – BITE – Smartboard

Provide enough description of the expenditure that it can be easily matched to receipts, invoices and reports submitted during the invoicing phase.

OCAS Codes will be added later during the Agreement phase of the grant approval process.

**AUTOMATIC REJECTION:** Failure to correctly complete the Itemized Budget Spreadsheet will result in an automatic rejection of the application.