

Size

(1) Recipients must offer a *Program of Study* in 75% of their programmatic areas* to be eligible for Perkins funding.

- *Secondary comprehensive school districts* who may be eligible recipients, by qualifying for the \$15,000 minimum funding amount, must offer a minimum number of CTE approved programs based on the number of 8th – 12th grade students enrolled in the district as shown in the table below.

Size of LEA District	Minimum Number of CTE Programs (not courses)
Less than 2,000 students	One Program
2,000-3,999 students	Two Programs
4,000 and above	Three Programs

NOTE: Two teachers in a CTE program area is only *one* CTE program.

Secondary and Postsecondary eligible recipients must also meet the following requirements:

- (2) Approved programs/career majors must follow all the policies and guidelines of either the ODCTE or the OSRHE.
- (3) In subsequent years, to be eligible for Perkins funding, eligible recipients must demonstrate a *Program of Study* in a percentage of approved programs/career majors as follows:
- 100% in FY19 (Year 4)

* If a school/organization offers Agriculture Education, Family and Consumer Sciences, and STEM courses to their students; to meet the 75% requirement we would expect the applicant to provide an individual career plan showing the exact path a student could take to certification, licensure or degree for each of the three programmatic areas offered.

Scope

As required in the *Program of Study*, links must exist between secondary and postsecondary CTE programs with evidence of working agreements between secondary and postsecondary institutions. This may include, but not be limited to, articulation agreements, transitional curriculum, and dual credit.

The CTE programs should align to the Oklahoma CareerTech Strategic Purposes:

- Business and Educational Partnerships
- Career Awareness
- Educational Attainment

The **scope** of a program is also defined through curriculum guidelines so that students gain strong experience in and comprehensive understanding of “All Aspects of the Industry*” that students are preparing to enter:

- *occupations and careers that comprise an industry, from basic to advanced.*
- *principles of technology, labor and community issues, health and safety and environmental issues related to the industry.*
- *demonstrate knowledge of the planning, management, finances, technical and production skills for the industry related to the program.*
- *emphasis on developing problem-solving skills and includes applied academics in the context of the student’s career pathway selection.*

Career and technical education programs should include classroom and laboratory experiences and work-based instruction where appropriate. Instruction must be competency-based with either state or national curriculum or, when such curriculum does not exist, locally developed curriculum.

***Source: School-to-Work Opportunities Act of 1994. P.L. 103-239.**

Section 4 of the School-to-Work Opportunities Act of 1994: "...all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector."

Quality

Through CTE programs, eligible recipients offer students the opportunity to participate in *Programs of Study* that lead to **two of the following three**: high skill, high wage, high demand occupations.

Oklahoma defines a *high wage* career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Oklahoma Employment Security Commission. The FY17 average hourly rate was \$20.56 in Oklahoma according to the *Bureau of Labor Statistics*. A *high demand* industry is defined as an occupation in which state, local, or regional labor market data show that demand exceeds projected employment supply. *High skill* occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

- Courses include rigorous, coherent CTE content aligned with challenging academic standards.
- Eligible recipient's **POS** must offer students the opportunity to earn a postsecondary level industry certification and/or licensure or an associate or bachelor's degree.
- Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

Application reviews, onsite monitoring, CTE Program Approval and Program Review as well as enrollment and follow-up results are measures of quality in addition to those requirements of the Perkins Act. All of these activities provide valuable data regarding the quality of programs and services.