Writing the Carl Perkins Application

The long, the short & the tall of it.
March/April 2019

Introductions

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How to Use the Technical Assistance Document

The ASSISTANCE COLUMN of this document contains descriptions, definitions, clarifications and/or examples of what reviewers will be looking for when scoring your application. While it is not necessary to answer every question in the Assistance Column individually, all questions should be considered and, if applicable, answered as fully as possible to reflect the goals, strategies and desired outcomes of your school system.

Automatic Rejections

1. Failure to identify and attach all required Program(s) of Study for use in Section 5.
2. Failure to complete each step of the Budget Narrative, which is a detailed description of all items/activities you will expend funds on. Also see criteria 1-4 listed in Section 6 of the Worksheet.
3. Failure to correctly complete the Budget Worksheet (listing school/program, all planned purchases/activities and a descriptions of these items).
4. (Consortia Only) Distributing the exact allocation ODCTE provides back to any member district.
SECTION 6: BUDGET NARRATIVE

Instructions - Consortia Only: In the space below please add your consortium’s allocating information.

As a consortium fiscal agent, you are responsible for meeting the following requirement:

Perkins law states that a fiscal agent of a consortium or co-op shall not sub-grant back to the participating recipients the exact allocation amount they contributed to the group. Do not use the member’s allocation as their budgeted amount.

Distributing the exact allocation ODCTE provides back to any member school will lead to an Automatic Rejection of your application.
[6.1] - List your consortium’s allocating information.

To ensure this requirement is met, please list each member district in your consortium and the budget the consortium will allocate to each district. When answering, please follow the reporting format below:

- 1. School/institution name = $0.00 (budget allocated by consortium)
- 2. School/institution name = $0.00 (budget allocated by consortium)

**Budget Narrative - All Applicants**

- In the budget narrative sections [6.2] - [6.12] below, you should discuss the items/activities where you plan to expend Perkins funding.

- Only answer in a section if your school/district is planning on expending funds in that area for the coming fiscal year. The area(s) you select below must match the coding used in your organizations financial software.

- In FY21, all budget expenditures must be based on the findings of your Comprehensive Needs Assessment and performance indicators.
1. List **ALL** expenditures you plan to make using Carl Perkins funds. Provide the name of the school and the program that the purchases are being made for. (ex: Crockett - Ag - Smartboard; Lincoln - FACS - Chromebooks.

2. Describe how these items/activities will be used to improve your district CTE education and how they tie to your Programs of Study.

   *Failure to complete each step of the Budget Narrative will result in an Automatic Rejection of your application.*

3. Attach a Program of Study for EVERY program area (Ag, FACS, BITE, Health, Marketing, STEM, T&I) in which you are budgeting funds.

4. Only one Program of Study (of your choice) is required to be attached if the applicant is requesting funds for guidance and counseling only.
Review and follow the Carl Perkins FY19 Allowable and Non-Allowable Document and the Use of Funds Guidebook.

Include the following in your narrative:

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

Before purchasing an item consider the following:

- Is it innovative and “above and beyond” basic expectations?
- Does it improve the student or program outcome?
- Is it locally sustainable after 2-3 years?
- Does it help meet “coherent and rigorous content” guidelines?
- Does it meet business/industry needs?
In the budget narrative sections [6.2] - [6.12] below, provide narrative ONLY in the sections where you plan to expend Perkins funding. This will match program codes used in budget worksheet.

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<th>Section</th>
<th>Program Description</th>
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This concludes the narrative portion of the Carl Perkins Application for funding. Before continuing, please check that all required documentation is attached. If you are ready to continue adding your organization’s proposed itemized budget, please read the information in SECTION 7 and then press the “Save and Next” button located in the bottom right corner of the screen.

Ensure the proper number of Programs of Study are attached to your application (one Program of Study per program area where you are budgeting funds.) If the documents were successfully added they will be listed in the attachment section of the application.
Failure to correctly complete the Budget Worksheet will result in an Automatic Rejection of your application.

- If ready to continue on to adding your organization’s proposed itemized budget, press the “Save & Next” button located in the bottom right hand corner of the screen.

- Ensure that your budget is for the total amount of your allocation or total funds for the consortium.
Budget Worksheet

In the Budget Line Description column, provide the name of the school, program and a brief description of the equipment/supplies being requested for approval.

- Capitol Hill - Ag - Plasma Cutter
- Wellborn - FACS - Bernia Sewing Machine
- BITE - Smartboard

Every item listed in your Budget Worksheet must be described in your Budget Narrative.

Budget Worksheet

Do not list member schools and their allocations.

Do not list general categories such as “technology” or “supplies.”

Include costs such as shipping & handling, palletizing and set-up charges, if applicable, on the same line as the item being purchased.
Budget Worksheet

Items that require their own separate budget lines include:
- Salary and benefits
- Travel and Registration
- Expenditures for Instructional Staff vs Non-Instructional Staff

List, by name, EVERY Professional Development activity &/or stipend being funded.

Budget Worksheet Continued

Keep item descriptions short and to-the-point. Try not to use more than 2 lines.

Do not use OCAS Codes in place of the Budget Line Description.

You will add the OCAS Codes during the Agreement phase of the grant approval process.
**Budget Adjustments**

- Plan ahead. Once your initial budget has been approved, any budget adjustments are solely at the discretion of the Carl Perkins Staff.

- **Acceptable reasons for budget adjustments** include changing funding amounts because expenditures came in over/under the budgeted costs or the need to purchase a supplemental item to make the original purchase operational.

- **Unacceptable reasons for budget adjustments** include replacing originally approved items with new/different items or decreasing number of items originally approved in order to “free up” funds for other purchases.
FYI’s

To prevent invoice rejections, all object codes in CTIMS should be rounded up to the nearest hundred level. Schools can “code to the bold” in their financial software (detail expenditure reports).

All consortium lead agents (project 423) must establish and use a Fund 12 for the receipt and dispersal of grant funds. The use of Fund 11 accounts will be cause for invoice rejection.

If you are the consortium lead agent, you must use the object code 591 in your budget to identify all funds you pay out to a partner school.

Example:  Pearland is the consortium fiscal agent and they pay their partner school, Manvel, $2,500.00 for laptops that school purchased. The budget line item would appear as:

Manvel - BITE - (14) Laptop Computers       1000-591-332
FYI’s

► When using the 2570 function codes, especially 2573 (In-service Training for Non-Instructional Staff), specify in the line description if this is for Administrative or Non-Administrative use. It will only be Administrative if the training pertains to the operation or implementation of the Carl Perkins grant.

► EX: (Principal attending TCTW Conference)
  Non-Admin: TCTW Registration  2573-800-333

► EX: (Counselor attending Writing the Carl Perkins Grant Application Workshop)
  Admin: Carl Perkins Workshop  2573-800-333

Use of Funds

► The Use of Funds Guidebook provides the allowable categories where Carl Perkins funds may be expended and the associated program code numbers. Use this document to assist you as you develop your budget and identify allowable expenses.


► Administrative costs must be less than, or equal to, five percent of the total amount of Perkins funds expended in a given fiscal year.
All Carl Perkins expenditures should meet these criteria:

- Be reasonable, necessary and allocable
- Conform to federal law and grant terms
- Be consistent with state statutes and state/local policies
- Be in accordance with Generally Accepted Accounting Principles
- Cannot be included as a match for another federal award
- All expenditures must be adequately documented

(330) Academic Integration

**Definition:**
Provide instruction that strengthens the academic and CTE skills of CTE students through a coherent sequence of integrated courses in a Program of Study to ensure learning in the core academic, and career and technical, subjects.

**May Include:**
- Integrating academic skills into career and technical education programs and programs of study to support—
  - (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
  - (B) CTE participants at the postsecondary level in achieving academic skills.
(330) Academic Integration

- Support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields.

(331) Work-Based Learning

**New Program Name**

**Definition:**

The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

**May Include:**

- Provides students with strong experience in, and comprehensive understanding of, all aspects of industry. **All aspects of the industry** include:
  - Occupations and careers that comprise an industry, from basic to advanced.
(331) Work-Based Learning

- 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.

(331) Work-Based Learning

- “All Aspects of the Industry” may include planning, finance, regulations, health & safety, teamwork, communication skills, etc.

**Examples:**
- Bringing in guest speakers
- Taking industry tours
- Teaching students how to keep financial logs of personal project costs
- Job-shadowing
- Mentoring relationships with individuals from the industry
- Work simulations, capstone or senior projects
- Internships
(331) Work-Based Learning

- Includes industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential.

- Supports the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs.

- Coordinates work-based learning opportunities through the state's labor market and labor exchange systems.

- Works toward increasing the number of youth and adults participating successfully in public and private work-based learning opportunities.

(331) Work-Based Learning

- Set standards for equality and fair access to quality work-based learning experiences for all Oklahomans, including, but not limited to, women, out-of-school youth, adults, African Americans, Hispanics, Native Americans, veterans, individuals with disabilities and other target populations identified in the federal Workforce Innovation and Opportunity Act.

- Convenes industry partners to develop industry-specific standards for internships in order to aid employers with the creation of rigorous internship programs.
(331) Work-Based Learning

Promotes quality work-based learning experiences which are developmentally appropriate, including an orientation for all parties, identify learning objectives for the term of the experience, explore multiple aspects of an industry, develop workplace skills and competencies, assess performance, provide opportunities for work-based reflection, link appropriate next steps and see that all aspects are documented and reported and comply with state and federal labor laws.

(332) Use of Technology

Definition:
Develop, improve, or expand the use of technology in career and technical education; deliver instruction that demonstrates the use of occupation-specific technology in career and technical education by providing CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields.

May Include:

- Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.

- Expanding opportunities for students to participate in distance career and technical education and blended-learning programs.
(333) Professional Development

Definition:
The term ‘professional development’ means activities that—

- (A) Are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary levels; AND

- (B) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and MAY include activities that—

  - (i) improve and increase educators knowledge of the academic and technical subjects, their understanding of how students learn, and their ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

  - (ii) are an integral part of eligible recipients’ improvement plans;
(333) Professional Development

- (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

- (iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

- (v) advance educator understanding of effective instructional strategies that are evidence-based; and strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

- (vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

- (vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
(333) Professional Development

- (viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluation used to improve the quality of professional development;

- (ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(333) Professional Development

- (x) include instruction in the use of data and assessments to inform and instruct classroom practice;

- (xi) include instruction in ways that educators may work more effectively with parents and families;

- (xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
(333) Professional Development

- (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

- (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

May Include:

Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals which MAY include:

- Professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula.

- Professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C)).
(333) Professional Development

- Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials.

- Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators.

(333) Professional Development

- Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs.

- Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices.
(333) Professional Development

- Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act.

- Training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support.

(333) Professional Development

- Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.
(333) Professional Development

These “Allowable” and “Non-Allowable” examples do not pertain to Supplemental Grants.

► ALLOWABLE:
  ◆ Registration
  ◆ Airfare and ground transportation
  ◆ Mileage
  ◆ Speaker fees

► NON-ALLOWABLE:
  ◆ Food, lodging, per diem
  ◆ Professional organization dues or membership fees
  ◆ Supervising students at local, state &/or national events

(334) Guidance and Counseling

Definition:

The term “career guidance and academic counseling” means guidance and counseling that—

► (A) provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;
(334) Guidance and Counseling

- (B) provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

- (C) may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

(334) Guidance and Counseling

**May Include:**

- Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling.

- Assist CTE students with creating and implementing an individual plan of study (may be electronic, online or paper based), and the methods used to review and update student Plans of Study on a regular basis with student, parent, counselor, and/or teacher advisor involvement, and developing and disseminating course descriptions to students with recommended course sequences for academic and technical courses.
(334) Guidance and Counseling

- Identify and provide interpretation of assessments and other resources used in the development of those student Plans of Study. (Assessments could include but not be limited to career, academic and interest assessments, skills, and work values assessments and postsecondary placement inventories. (Resources could include but not be limited to Teachers As Advisors, advisory committees, adult mentors, career planning sessions, career development classes, OKCareerGuide.org, etc.).

(335) Career Awareness

**New Program Name**

**Definition:**
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades (5-8), before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study

**May Include:**

- Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields.
Career awareness courses cannot be directed at only one pathway such as Gateway to Technology or Project Lead the Way.

Readily available career and labor market information, including information on—
- occupational supply and demand
- educational requirements
- other information on careers aligned to State, local, or tribal (as applicable) economic priorities
- employment sectors

Information and activities related to the development of student graduation and career plans.

Career guidance and academic counselors who provide information on postsecondary education and career options.

Activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including in non-traditional fields.

Provide students with strong experience in, and comprehensive understanding of, all aspects of industry.
(335) Career Awareness

- Provide students with guided career exploration and career planning experiences using labor market and career information from various print, media, and on-line resources that address a wide variety of educational, career and employment options. (Resources could include but are not limited to OKCareerGuide.org, O*Net, Occupational Outlook Handbook, career websites, labor market information sources, career development curriculum, etc.).

(336) Recruitment and Retention

**Definition:**
Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.

**May Include:**
- Utilize proven methods to retain staff, such as teacher induction programs, mentoring programs, improving student or school performance and supporting planning/collaboration time.
(336) Recruitment and Retention

- Identify and incorporate strategies for recruitment of career and technical teachers, faculty, school leaders, administrators, specialized instructional support personnel and guidance/academic counselors using such online job listing services, college recruitment, career fairs, media services and publications targeting underrepresented groups for recruitment.

(337) Evaluation

**Definition:**

- Develop and implement evaluations of the activities carried out with the funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

**Note:**

Additional evaluations will be necessary to complete the local needs assessment and local report required with the FY2021 application. Information on these assessments will be provided next year when performance goals/indicators are set.
(337) Evaluation

May Include:

- Identify the process to monitor the progress of all CTE students who attain a diploma, GED (or recognized equivalent), certificate, proficiency credential or degree.

- Identify methods used to monitor the graduation rate of student cohorts

- Monitor and evaluate the success of student placement in employment, advanced training, military, or college/college transfer.

- Monitor the progress of students enrolled in programs that are non-traditional for their gender.

(337) Evaluation

- Recruit, retain, and monitor the progress of under-represented populations in CTE programs.

- Involve parents, students, academic and career and technical educators, counselors, representatives of business and industry, labor organizations, representatives of special populations, college partners, and other interested individuals in the development, implementation, and evaluation of career and technical education programs, and how such individuals are effectively informed about the requirements of Perkins legislation.
(338) Workforce Partnerships

**New Program Name**

**Definition:**

- (A) Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations.

- (B) Coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

(338) Workforce Partnerships

**May Include:**

Plan and carry out elements that support the implementation of career and technical education programs and Programs of Study and that result in increasing student achievement of the local levels of performance established under section 113, which MAY include—

- Curriculum aligned with the requirements for a Program of Study.

- Where applicable, developing coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).
(339) Services and Activities: High Wage, High Skill, In-Demand Jobs

**Expanded Program Code**

**Definition:**

- Provide activities to prepare CTE students, including members of special populations, for high-skill, high-wage, in-demand occupations that will lead to self-sufficiency and are of sufficient size, scope, and quality to be effective.

- (A) 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 FY16 average hourly rate was $20.56 in Oklahoma according to the Bureau of Labor Statistics.

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

- (C) The term “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
(339) Services and Activities: High Wage, High Skill, In-Demand Jobs

- 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.

(339) Services and Activities: High Wage, High Skill, In-Demand Jobs

May Include:

- Provide within career and technical education the skills necessary to pursue high skill, high wage or in-demand industry sectors or occupations.

- Curriculum aligned with the requirements for a program of study.

- Utilize Career guidance and academic counseling services.
(339) Services and Activities: High Wage, High Skill, In-Demand Jobs

- Utilize career planning software for CTE students.
- Provide counselor salary to work directly with CTE students.
- Utilize nontraditional employment marketing materials.
- Provide assessments for placement of CTE students by counseling staff.

(339) Services and Activities: High Wage, High Skill, In-Demand Jobs

- Develop CTE student mentoring programs.
- Improve CTE student retention efforts.
- Develop and disseminate information related to postsecondary education and career options.
(340) Secondary and Postsecondary Link

**Definition:**
Expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study.

**May Include:**
- Strengthen the connection between secondary and postsecondary education by emphasizing rigorous content and challenging academic standards.
- Increase student engagement, improve academic skills, and expand student understanding of occupations.
- Improve transitions from high school into further education and training.
- Utilize guidance and counseling personnel to assure appropriate progress toward graduation and postsecondary activities.
(340) Secondary and Postsecondary Link

- Provide information and guidance to students to transition from local career and technology education secondary programs to postsecondary education.

- Provide on-site visitation to postsecondary institutions.

- Develop or utilize articulation agreements and/or prior learning assessments in coordination with associated education entities or organizations.

SECTION 2: COMPREHENSIVE LOCAL NEEDS ASSESSMENT

A systemic set of procedures used to determine needs, examine nature and causes, and set priorities for future action; conducted by receivers of the services provided by an organization.

- A “need” is a discrepancy or gap between “what is” and “what should be.”
PERKINS V now requires local recipients (fiscal agents) to complete a Local Needs Assessment and include it with the Local Application.

This Local Needs Assessment is not required until the FY21 Local Application.

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT REQUIREMENTS**

- Evaluation of student performance by subgroup on Perkins core indicators.
- Description of the CTE programs offered (size, scope, quality and alignment [secondary to postsecondary]).
- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention and training for CTE educators and support professionals.
- Description of progress toward implementing equal access to CTE for all students.
COMPREHENSIVE LOCAL NEEDS ASSESSMENT

HOW OFTEN

The Local Needs Assessment must be completed every other year with a review of progress during the odd year. The assessment (or review) must be completed prior to the completion of the local application and must be uploaded each year as part of the local application approval process.

- FY20 - Year 1 - NO Local Needs Assessment; ODCTE provides training in Q2
- FY21 - Year 2 - Local Needs Assessment submitted
- FY22 - Year 3 - Local Needs Assessment progress review
- FY23 - Year 4 - Local Needs Assessment submitted
- FY24 - Year 5 - Local Needs Assessment progress review

NEEDS ASSESSMENT STEPS

- Identify Planning Team (stakeholders)
- Identify data sources (stakeholders engage in a review of focused data)
- Analyze the data
- Identify areas of growth and strength (what is working)
- Identify areas of need (what is not working)
- Prioritize needs
WHO SHOULD PARTICIPATE

- CTE program representatives at the secondary and postsecondary levels
- Teachers, faculty, administrators
- Career guidance, advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT

BENEFITS

- Determining the strengths and weaknesses of a school and/or LEA
- Evaluating and understanding the context and constraints of the school and/or LEA
- Analyzing local information to develop an improvement plan
- Make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers
SECTION 2: LOCAL NEGOTIATION OF PERFORMANCE DATA

- During FY20, the ODCTE will review enrollment data to determine state-level performance rates.
- During FY21, the ODCTE, with input from eligible recipients, will establish state-determined performance measures and baseline levels of performance.
- During FY21, as part of the Local Needs Assessment, the eligible recipient will use the state-determined baseline rates for local performance unless the eligible recipient wishes to enter into negotiations with the state to set different rates.

Perkins IV Secondary Performance Indicators

- (1S1) Academic Attainment (Reading and Language Arts)
- (2S1) Technical Skill Attainment
- (3S1) School Completion
- (4S1) Graduation
- (5S1) Placement
- (6S1) Non-traditional Participation
- (6S2) Non-traditional Completion
Perkins V Secondary Performance Indicators

- (1S1) Four-Year Graduation Rate (was 4S1)
- (1S2) Extended-Year Graduation Range (new)
- (2S1) Academic Proficiency in Reading/Language Arts (was 1S1)
- (2S2) Academic Proficiency in Mathematics (was 1S2)
- (2S3) Academic Proficiency in Science (new)
- (3S1) Postsecondary Placement (was 5S1)

Perkins V Secondary Performance Indicators

- (4S1) Program Quality – Attained Recognized Postsecondary Credential (replaced 1S2)
- (4S2) Program Quality – Attained Postsecondary Credits (replaced 1S2)
- (4S3) Program Quality – Participated in Work-Based Learning (replaced 1S2)
- (4S4) Program Quality – Other Valid/Reliable Measures of Success(new)
- (5S1) Non-traditional Program Enrollment (replaced 6S1 & 6S2)
Perkins IV Performance Indicators
Postsecondary (Tech Center Adults)

- (1A1) Technical Skill Attainment
- (2A1) Credential, Certificate, or Degree
- (3A1) Retention or Transfer
- (4A1) Placement
- (5P1) Non-traditional Participation
- (5P2) Non-traditional Completion

Perkins IV Performance Indicators
Postsecondary (Collegiate)

- (1P1) Technical Skill Attainment
- (2P1) Credential, Certificate, or Degree
- (3P1) Retention or Transfer
- (4P1) Placement
- (5P1) Non-traditional Participation
- (5P2) Non-traditional Completion
Perkins V Postsecondary Performance Indicators

- (1A1/1P1) Postsecondary Retention and Placement (was 3A1/3P1)
- (2A1/2P1) Credential, Certificate or Diploma within one year of program completion (was 2A1/2P1, now modified)
- (3A1/3P1) Non-traditional Program Enrollment (was 5A1/5P1 and 5A2/5P2)

- Original 1A1/1P1 and 4A1/4P1

Secondary Performance Data

- Secondary Comprehensive School CTE data is based on 12th grade enrollees only.
- Secondary Technology Center data is based on students who were program concentrators (but left the program) as well as student who were completers.
- Secondary Academic data is collected from the Oklahoma SDE testing department and matched to CTE enrollment data.

Note: Prior year enrollment (FY18) data is used to set performance levels for the application year (FY20) because current year (FY19) data is incomplete for the timing of the Perkins processes.
SECTION 4: STAKEHOLDER CONSULTATION
Not required until FY21 Application

“In developing the local application, an eligible recipient shall involve a diverse body of stakeholders...”

In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of stakeholders—

[4.1] - Provide contact point name and association for the representative of career and technical education programs offered by your organization, this individual could be a teacher, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

Notes:
[4.2] - Provide contact point name and association for the representative of career and technical education programs at postsecondary institutions, including faculty and administrators.

Notes:

[4.3] - Provide contact point name and association for the representative of the local workforce development boards and a range of local or regional businesses or industries.

Notes:
[4.4] - Provide contact point name for the representative of parents of students of your organization.

Notes:

[4.5] - Provide contact point name for the representative of students of your organization.

Notes:
[4.6] - Provide contact point name and association for the representative of special populations.

Notes:

[4.7] - Provide contact point name and association for the representative of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)

Notes:
[4.8] - Provide contact point name and association for the representative of Indian Tribes and Tribal organizations in the state, where applicable.

Notes:

[4.9] - Describe how your organization will consult with these stakeholders THROUGHOUT the funding year AND how your organization plans to sustain the consultation for the duration of the legislation.

Notes:
SECTION 5: PROGRAM OF STUDY

Program of Study - Course Sequence Worksheet

Failure to identify and upload the completed Program of Study document will result in an Automatic Rejection of your application.
A complete program of study includes a detailed guidance and advisement plan, business and industry input, a strong partnership with a post-secondary entity and a non-duplicative sequence of courses beginning in the 8th or 9th grade that results in the award of a certification, licensure or degree at the post-secondary level.

**NOTE:** For Perkins Legislation, a single course does not equal a complete Program of Study.

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**Things to know:**

One Program of Study: Course Sequence Worksheet MUST be submitted for each program area in which you are budgeting funds. School Budgeting Examples:

- AG - Plasma Cutter
- BITE - Smartboard
- FACS - Bernia Sewing Machine

School A has budgeted funds for only AG, therefore will submit a single POS-Course Sequence Worksheet showing an AG pathway.

School B has budgeted funds for FACS and STEM, therefore school B will submit two POS-Course Sequence Worksheets, one showing a FACS pathway, and another showing the STEM pathway.
NOTE: Only one Program of Study: Course Sequence Worksheet is required to be attached if the applicant is requesting funds for GUIDANCE AND COUNSELING ONLY.

- POS - Course Sequence Worksheet submitted must be from a programmatic area currently offered by your organization.
- Guidance and Counseling may include salary and benefits; travel and professional development registrations among other activities.
- All Expenses should be described in [6.6] - Guidance and Counseling (334)

The credential listed must be at a postsecondary level to meet the requirements of Perkins legislation. This credential must match the one listed on the Program of Study.

- For the purpose of Perkins V, a program of study cannot lead directly into a 4-year degree program without first achieving an Associate of Applied Science degree OR certification/licensure at a postsecondary level.
[5.1] - Indicate which instructional areas your organization provides instruction to students by checking the corresponding box(s) below:

[ ] Agriculture Education
[ ] Business and Information Technology Education (BITE)
[ ] Family and Consumer Science (FACS)
[ ] Health Sciences
[ ] Marketing
[ ] Science, Technology and Math (STEM)
[ ] Trade and Industrial Education (T&I)

[5.1] - continued
For each of the areas where you indicated above that instruction is provided, list the EXACT Post-Secondary certification, licensure, or degree which MUST match the certification, licensure, or degree listed on the associated Program of Study - Course Sequence Worksheet(s) you are required to keep on file at your location.

EXAMPLES:

AG - WELDING - (Listing welding is not adequate, list the actual certification as shown below)
✓ AWS Certified Welder - SMAW

HEALTH - Nursing - (Listing Nursing is not adequate, list the actual degree or certification as shown below.)
✓ Associated of Applied Science - Nursing - Northern Oklahoma State University
[5.1] - continued

AGRICULTURE EDUCATION: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

BITE: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

FACS: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

HEALTH SCIENCES: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

MARKETING: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

STEM: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

T&I: POST-SECONDARY CERTIFICATION, LICENSURE, OR DEGREE:

[5.1] - continued

SELECT ONLY ONE instructional area from the list below to use in answering questions [5.2 - 5.6] AND make sure you attach the associated completed Program of Study - Course Sequence Worksheet:

[ ] Agriculture Education
[ ] Business and Information Technology Education (BITE)
[ ] Family and Consumer Science (FACS)
[ ] Health Sciences
[ ] Marketing
[ ] Science, Technology and Math (STEM)
[ ] Trade and Industrial Education (T&I)
[5.2] - Describe how the Program of Study selected above is of such size, scope, and quality that it will bring about improvement in the quality of career and technical education programs.

- Refer to the narrative in the Size, Scope and Quality definitions by following the links below when providing your response and describe how your Program of Study meets the criteria.

[5.3] - Describe your partnership between secondary education and postsecondary education. Name the individual representatives from each institution? This partnership may focus on transitional and seamless curriculum, curriculum alignment, cooperative alliance, concurrent enrollment, or articulation agreements.

- List your secondary or post-secondary partners
- Name the specific individuals you have worked with to form the partnership
- Describe how your partnership develops the alignment from one program to another
- Describe how you will use this year to expand this partnership into the workforce collaboration group required in the FY21 Local Needs Assessment.
[5.4] - Describe how you develop the locally endorsed sequence of academic and career and technology education courses from the 8th grade through the postsecondary component included in this Program of Study?

- What meetings do you have with secondary comprehensive schools or Technology Center representatives including guidance counselors, superintendents, and instructors, when creating a new locally endorsed course sequence?
- What local business and industry representatives do you include in these meetings?

[5.5] - Describe how you develop and implement Program of Study.

- As an institution, how do you develop and implement a new Program of Study?
- What data is collected from local business and industry in your area to assess their needs?
- What is the process administratively for updating or adding courses to a Program of Study?
[5.6] - Describe the process for reviewing and/or updating this Program of Study.

- What is the method for reviewing and/or updating the Program of Study? (Ideally this should be done at least annually)
- How does this process involve guidance counselors, students, parents, industry specialists and advisory committee members?
- How do you ensure that the Program of Study is still relevant and meets the needs of the student and industry employers?
- If the Program of Study no longer meets industry needs, describe the process used to make necessary changes.

[5.6] - Describe how you develop the locally endorsed sequence of academic and career and technology education courses.

- How do you consult or meet with a collegiate partner’s student advisors and academic vice-presidents?
- How do you look at the job market needs and fill the gaps with a career path that would graduate skilled workers in that particular area?
SECTION 3: STRATEGIES FOR IMPROVEMENT

In the following section describe the activities your organization plans to implement to help reach the performance improvement targets set in Section 2.

[3.1] - Process to complete the Comprehensive Local Needs Assessment - not required until the FY21 Local Application

- Describe the process used by your organization to complete the required Comprehensive Local Needs Assessment and provide a description of the results of the assessment.
[3.2] - Funded Courses and Programs of Study
Describe the career and technical education course offerings and activities that your organization will support with Perkins funding.

- Include how at least one Program of Study, approved by the State under section 124(b)(2), is supported by your organizations Perkins grant allocation.
- List all programs or service areas in which you will budget Perkins funding.
- How will you use funding in these areas to expand student opportunities, staff or resources?
- List at least one Program of Study and describe how you will budget funds to support it.

[3.3] - Comprehensive Local Needs Assessment - not required until the FY21 Local Application

- Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities your organization has selected to support with Perkins funding during the award year.
[3.4] - Proposed Programs of Study
Provide a description of any new Programs of Study your organization plans to develop and submit to the state for approval during the FY20 funding year.

- Describe any new Programs of Study you will develop.
- How did you determine there was a need for this Program? (Ex: employment data, etc.)
- How will this Program of Study lead students to a post-secondary licensure, certification or degree?

[3.5] - Instruction about CTE Courses and Programs of Study
Describe how your organization will inform students, including those who are members of special populations, about their school’s career and technical education course offerings and whether each course is part of a career and technical education Program of Study.

- How do you share information about your CTE programs with your students?
- Examples:
  - During open houses or career days.
  - Course catalog could contain information on CTE programs and Programs of Study.
  - Information provided in presentations to local high school classes and common gatherings.
  - Guidance counselor/student conferences.
[3.5] - Instruction about CTE Courses and Programs of Study

- How do you ensure members of special populations are provided the same CTE information and eligibility as other students?
- How are students introduced to Programs of Study?

[3.6] - Career Exploration and Development

Describe how the collaborative network described above will provide career exploration and career development coursework, activities or services to CTE students.

- Describe the strategies and activities developed by your collaborative network to provide career exploration to your students.
- What career development coursework is available to your CTE students?
- Provide examples of specific activities and services developed &/or provided by this network for your CTE students.
- Industry internships, tours, job shadowing.
[3.7] - Employment Opportunities

Describe how the collaboration described above will be used to provide career information on employment opportunities that incorporate the most up to date information on high-skill, high-wage or in-demand industry sectors or occupations.

- Describe the types of information your network will gather on employment opportunities in your area.
- What sources will be used to provide this data?
- How will this information be shared with your CTE students?
- How will you ensure employment opportunities meet the high skill, high wage, in-demand criteria?

High Wage / High Skill / In-Demand

A. 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 FY16 average hourly rate was $20.56 in Oklahoma according to the Bureau of Labor Statistics.

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

[In-Demand] next page
C. The term “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.

[3.8] - Career Guidance and Academic Counseling
Describe how the collaboration described above will provide CTE students with an organized system of career guidance and academic counseling before enrolling AND while participating 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 your collaborative network developed and strengthened your guidance and academic counseling program.
[3.8] - Career Guidance and Academic Counseling

- How does your network assist students by providing them with links to future education and training opportunities?
- How do you develop a student’s Program of Study?
- Do all students have an individual career plan?

[3.9] - Academic and Technical Skill Improvement

Describe how your organization will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of the programs: (a) through the integration of coherent and rigorous content aligned with challenging academic standards, AND (b) through the use of relevant CTE programs that constitute a well-rounded education as defined in section 8101 of the Elementary and Secondary Education Act of 1965.

- Describe how graduation requirements or program completion requirements ensure all students are taught coherent and rigorous content.
[3.9] - Academic and Technical Skill Improvement

► How are math and literacy incorporated into the CTE curriculum and encouraged?

► Describe specific activities used that ensure CTE students are receiving coherent and rigorous course content.

► Describe how you ensure that the “well-rounded education” requirement, as written in part (b) of this section, is included in your Program of Study.

► Describe your graduation requirements. Are their different graduation tracks? Do your CTE instructors encourage students to take rigorous courses?

[3.9] - Academic and Technical Skill Improvement

► The term “well-rounded education” means courses, activities and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technology education, health, physical education, and any other subject, as determined by the State or local education agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
Special Populations Definitions

- **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 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.

Special Populations Definitions

- **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)

(Continued on next slide)
**Special Populations Definitions**

- **Individuals from Economically Disadvantaged Families (continued):**
  - 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

- **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.
**Special Populations Definitions**

- **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.

**Special Populations Definitions**

- **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:

  - 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.
  - 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))
  - living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
  - migratory children living in circumstances described in (i) through (iii)
[3.10] - Program Development for Special Populations

Describe how your organization will provide programs that are designed to prepare special populations, for high skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. The definitions of high wage, high skill, in-demand and be found in section [3.7]

► Describe the process you use to design CTE programs that prepare the members of special populations for the workforce.

► Examples:
  ◆ List people/positions involved in the development of these programs?
  ◆ What data is used in the development?
  ◆ How is program effectiveness evaluated?

► How do you improve the transition process of special population students to postsecondary education and employment?

► How are special population students taught to self-advocate for accommodations and career planning?
Describe how your organization will prepare CTE participants for nontraditional fields. (Nontraditional = less than 25% of the individuals gender are employed in the occupation or field of work).

- Name specific examples of how your organization recruits students for nontraditional fields?

How does the school make available professional development to administrators, instructors, and guidance staff on recruitment of non-traditional students or how to teach non-traditional students?

Does the schools’ recruitment materials specifically show males and females in non-traditional programs according to their gender?
3.11 - Nontraditional Fields

How does the school provide data to prospective non-traditional students (including job market analysis and the projected pay rate) so they can make an informed career decision?

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.

3.12 - Equal Access for Special Populations

Describe how your organization will provide equal access for special populations to career and technical education courses, programs, and Programs of Study.

How will your school identify and eliminate any barriers that may lower special population access to, and success in, your CTE program?

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.
Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

- What training do you provide your staff to address special populations and their education?

- What federal and/or state nondiscrimination guidelines does your school follow?

What is the district’s policy on discrimination?

- How is information on nondiscrimination provided to the public?
The term “work-based learning” means

- sustained interactions with industry or community professionals
- in real workplace settings, to the extent practicable,
- or simulated environments at an educational institution
- that foster in-depth firsthand engagement
- with tasks required in a given career field,
- that are aligned to curriculum and instruction.

Coordination between Perkins V and the Workforce Investment Opportunities Act more significant

“Members of Congress and the employer community working on Perkins reauthorization made it a clear priority to better align the two laws and all parts of the workforce development system.”


Published by the Association for Career and Technical Education
Provide a description of the work-based learning opportunities that your organization will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.

- Name specific examples of work-based learning provided by your organization such as:
  - Virtual-reality
  - Job-shadowing
  - Mentoring relationships with individuals from the industry
  - Work simulations, capstone or senior projects
  - Internships
  - Take industry tours
  - Bringing in guest speakers

- How do you work with local/regional employers to develop these opportunities for your students?
- How to you evaluate the effectiveness of these learning experiences?
[3.15] - Gaining Postsecondary Credit
Provide a description of how your organization will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

▸ How does your organization work to strengthen the link between secondary and postsecondary institutions?

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[3.15] - Gaining Postsecondary Credit

Examples:
- Concurrent Enrollment
- Dual Enrollment
- Advanced Placement Exams
- Equivalency/Proficiency exams
- College instructors on high school campuses

▸ How does your organization work to strengthen the link between secondary and postsecondary institutions?
3.16 - Coordination of Recruitment, Preparation, Retention and Training

Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; also describe efforts to improve the transition to teaching from business and industry when applicable.

How do you recruit new CTE instructors?

Recruitment examples:
  - Online job listings
  - Career fairs
  - Websites
  - Media services

How do you retain existing instructors and staff?

Transition examples:
  - Mentoring programs
  - Professional development opportunities
  - Continuing education reimbursement plans
How do you improve the transition from business and industry to teaching?

**Retention examples:**
- Classroom management
- Curriculum development
- Instructional techniques
- Disabilities trainings
- Off-site professional development
- Teacher Induction Program
- One-to-one mentoring

**Important Dates**

- April 1 - all non-salary funds should be expended
- April 30 - Third quarter claims due
- May 1 - final invoices due if reimbursement by June 30 is required
- May 10 - Grant applications due
- August 15 - final invoices must be submitted
We encourage you to email us – it’s a great way to ensure we all have appropriate documentation.

- **Janet Cooper** - Western District Carl Perkins Coordinator
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- **Josh Miller** - Southeast District Carl Perkins Coordinator
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**Perkins Webpage:**
https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance

**Perkins Blog:**
http://okcarlperkins.blogspot.com/