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A. State Name: Oklahoma

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Oklahoma Department of Career and Technology Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
   1. Name: Lisa Batchelder
   2. Official Position Title: Chief Financial Officer
   3. Agency: Oklahoma Department of Career and Technology Education
   4. Telephone: (405) 743-5500
   5. Email: lisa.batchelder@careertech.ok.gov

D. Individual serving as the State Director for Career and Technical Education:
   □ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
   1. Name: Marcie Mack, Ed.D
   2. Official Position Title: State Director
   3. Agency: Oklahoma Department of Career and Technology Education
   4. Telephone: (405) 743-5430
   5. Email: marcie.mack@careertech.ok.gov

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):
   □ 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will need only to complete Items G and J
   □ State Plan (FY 2019-23) - if an eligible agency selects this option, it will complete Items G, I, and J
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

☐ State Plan (FY 2020-23)
☐ State Plan Revisions (Please indicate year of submission: ________________________)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):

☐ Yes
☒ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one):^1

☐ Yes (If yes, please indicate year of submission: ________________________)
☐ No

I. Governor’s Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):^2

Date Governor was sent State Plan for signature:

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

---

^1 Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

^2 Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

^3 Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23. Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name)</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Authorized Representative</th>
<th>Date:</th>
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</tbody>
</table>
Oklahoma Carl Perkins V Transition Plan

*We prepare Oklahomans to succeed in the workplace, in education and in life.* This is Oklahoma CareerTech’s mission, a guiding force for decisions and activities within the state’s system. Oklahoma delivers education experiences through a network of 393 K-12 school districts, 29 technology center districts, 16 skills center sites (programs within the prison system) and 31 adult basic education providers. The Department of Career and Technology Education (ODCTE) also collaborates with higher education to fund Carl Perkins programs and services. CareerTech’s ultimate goal is to improve Oklahoma’s economy by providing individuals with the training and skills necessary to be successful in the workplace and providing companies with the required workforce necessary to compete globally.

Oklahoma CareerTech powers Oklahoma’s economy by providing the workforce needed for companies to prosper. The need for a highly skilled workforce is growing rapidly and creating a substantial workforce skills gap. As illustrated in the chart below, there is a significant gap between Oklahoma’s existing workforce and the skilled workforce needed by 2025. Oklahoma CareerTech is the solution for filling this workforce skills gap.

Oklahoma CareerTech has a statewide strategic plan that aligns with the labor market demands and high quality programs to solve the workforce skills gap. This transition plan highlights goals and objectives as they align to implementing the Carl Perkins Career and Technology Education Act. Throughout this document a description of current processes is provided; they will be followed with activities CareerTech will take during 2019-20 in preparation for Carl Perkins V.
Oklahoma CareerTech Strategic Plan

CareerTech Strategic Plan 2019-2024

Educational Attainment

**Goal One:**
Provide Oklahomans with the skills and abilities needed to enter the workforce and postsecondary education.

**Objectives:**
1. Expand CareerTech offerings aligned with workforce demands.
2. Reduce recidivism by expanding and aligning Skills Centers programs with workforce demands.
3. Expand adult basic education to meet the growing demand in Oklahoma.

**Critical Success Measures**
- Increase industry credentials/certifications by 5 percent annually.
- Ensure average positive placement for Oklahoma CareerTech students exceeds 90 percent.
- Determine program quality standards and alignment with labor market demands.
- Increase CTSO participation by 10 percent during the next five years.
- Serve a minimum of 7,800 businesses per year.
- Ensure community service information is collected and reported.
- Increase CareerTech enrollment and access and exposure for secondary students by 20 percent.
- Increase enrollments in the CareerTech System by 10 percent over the next five years.

Career Awareness

**Goal Two:**
Assure Oklahomans have the knowledge and skills to make informed career choices and be better equipped to enter the workforce.

**Objectives:**
1. Be an integral part of deploying Oklahoma HB2911, which requires individual career academic plans for all Oklahoma students.
2. Increase resources for student engagement with business and industry through job shadowing, work-based learning and career exploration opportunities as outlined in Oklahoma SB1171 work-based learning legislation.
3. Inform students, parents and educators about career pathways that align with Oklahoma’s workforce needs.
4. Expand okcareerguide.org to be the foundation for career awareness and planning for students, parents, educators and business and industry, enhancing partnership experiences to expand knowledge of Oklahoma careers.
Critical Success Measures
• Increase users and assessments on okcareerguide.org by 40 percent in the next five years.
• Design multiple communication tools on career paths for various audiences, such as students, parents, educators and employers.
• Offer a minimum of 20 professional development workshops annually for okcareerguide.org.
• Increase the number of businesses register on okcareerguide.org by 50 percent in the next five years.
• Deploy okcareerguide.org Galaxy for K-5 users.

Business/Educational Partnerships

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

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

Critical Success Measures
• Continue to meet biannually with stakeholder groups.
• Maintain active membership with groups.
• Increase teacher externship opportunities by 10 percent annually.
• Establish and report by FY20 student work-based learning documentation for the CareerTech System.
• Increase grant opportunities by 10 percent by including partnership funding opportunities with other agencies and organizations.

Agency Operations

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

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

Critical Success Measures
• Increase state, federal and revolving funding to meet justified demands.
• Submit 10 grant proposals annually.
• Maintain less than 3 percent administrative cost.
• Invest in current employees through professional development, mentorship, externships and monetary compensation.
• Evaluate all agency programs and services to ensure value to stakeholders. If value is not demonstrated, programs/services will be eliminated or revised.
• Expand Skills Centers programs.
• Expand adult basic education.
Implementing Career and Technical Education Programs of Study

Supporting Programs of Study

The 16 national career clusters serve as the foundation for Oklahoma’s instructional framework. The career clusters align to the state’s economic systems that represent the most prominent industries in terms of wealth generation and growth potential. Building on the clusters and ecosystems, are the programs of study and courses offered in middle and high schools, technology centers and community and state colleges. Approved programs of study serve as a roadmap of academic and technical courses for students to select from to design their own individual educational paths. Based on the local industry and economy needs, most programs of study are developed at the local district.

To be eligible for Carl Perkins funding, all programs of study must mirror the Carl Perkins Act definition for programs of study, which means challenging academics and technical knowledge and skills are required, and, as implied in the career cluster graph, they must align to industry and economic needs. There are numerous points where a student can enter or exit the program. All programs of study lead to an industry recognized-license, certificate and/or associate in applied science or technical baccalaureate degree. A copy of the programs of study template submitted with the local application is in Appendix A.

In a move that supports the programs of study, new Oklahoma legislation requires all 2019-20 freshman students to have individual career academic plans that highlight the courses students will take to achieve their career goals. Students and parents review and modify their ICAPs annually.

OKCareerGuide.org helps support students with their career plans. It is an easy online tool available for all Oklahomans starting in kindergarten through adult to explore and guide their future. Students can take assessments, identify occupations, establish education plans and ultimately connect to employers. The Career Guide has the added function of presenting the information in Spanish, which is a benefit to the growing Hispanic population in Oklahoma.
Along with programs of study, ODCTE provides support services in career guidance and counseling; marketing of program materials; professional development; standards and testing; as well as regional coordinators who work directly with schools to implement initiatives. Likewise, ODCTE supports programs of study via program administrators in the following divisions:

- Agricultural Education.
- Business/Marketing/Information Technology.
- Family & Consumer Sciences.
- Health Careers Education.
- Science/Technology/Engineering/Mathematics.
- Trade & Industrial Education.

ODCTE’s strategic plan includes numerous statewide benchmarks to measure success with the programs of study and programs. The ODCTE Information Management Division collects and analyzes data to measure the performance targets:

- Increase industry credentials/certifications by 5 percent annually.
- Ensure average positive placement for CTE students exceeds 90 percent.
- Determine program quality standards and alignment with labor market demands.
- Increase enrollments in the CareerTech System by 10 percent over the next five years.
- Increase CareerTech enrollment, access and exposure for secondary students by 20 percent.

Oklahoma’s commitment to Every Student Succeeds Act and the Workforce Innovation and Opportunity Act is aligned and reflected in the programs of study, programs, strategic plan and support services to help ensure success for students, schools and the workforce. Emphasis is placed on the following:

- High academic and technical skills.
- Equal access to all students including special populations.
- Educational and support information provided to students, parents, educators and employers.
- High performance expectations monitored through ODCTE’s collection and evaluation of performance data.

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3 Positive placement = military, employed and/or continuing education.
Equally, ODCTE staff served as committee members with the Oklahoma Department of Education on the New Skills For Youth grant, through which the state received $2 million for a three-year period.

**Supporting Programs of Study Activities During The Transition Year**

During the transition year, Oklahoma will take several steps in preparation for implementation of Perkins V. The Oklahoma Department of CareerTech (ODCTE) will work in partnership with the employers and the Department of Commerce to analyze statewide labor market data to assure alignment of career pathways and programs of study with workforce needs.

A targeted emphasis will be placed on development of the Comprehensive Local Needs Assessment. State, regional and local labor market information is published for each region in the state. We will connect applicants with data that is impactful for their needs assessment.

CareerTech will collaborate with the Oklahoma Department of Education and Regents for Higher Education to communicate the importance each of the variables below play in the workforce needs assessment. Likewise, the state will provide professional development to the schools and consortiums to help them in analyzing and utilizing the data. The goal is to equip the applicants with the depth of discovery needed to determine alignment.

- Size
- Scope
- Quality
- High-skill
- High-wage
- In-demand
- Access

**Approving Locally Developed Programs of Study**

All local programs of study for career pathways including K12, technology centers and colleges are approved by submitting a request to ODCTE. The program administrators collaborate with and provide technical assistance to the schools implementing programs of study.

Currently, programs receiving Carl Perkins IV funds are also evaluated against the defined local application rubric. All programs, regardless of funding source are recipients of state program support.
Before submitting a program for ODCTE approval, schools assess workforce needs through the following actions:

- Reviewing local and statewide workforce employment data.
- Meeting with local business and industries, including small businesses, to validate specific workforce needs.
- Conducting an analysis of the school’s ability to support a program via
  - Career guidance opportunities including special population
  - Facilities, workstations and equipment
  - Funding sources -- local, state and/or federal.

Each program of study leads to an industry-recognized license, certificate and/or associate in applied science or technical baccalaureate degree. Programs of study and programs are approved by ODCTE and include the following attributes:

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

Programs of study and programs feature work-based learning activities as shown in this graphic.

Upon program of study/program approval, ODCTE staff members provide full technical assistance and professional development opportunities for all recipients to help them meet state and local requirements. Each summer ODCTE conducts three to five days of new teacher orientation at which specific state expectations are provided for programs. During the fall and early winter, a one-day teacher academy delivers training on topics such as instructional and classroom management and leading a CTSO. Teacher mentoring programs serve as additional support for instructors. Numerous additional professional development support programs focusing on specific topics/content occur throughout the year, including an annual statewide CTE conference the first week of August with about 4,000 attendees.

Beginning in 2019-20 all Oklahoma freshman students will have individual career academic (ICAP) that include the individual courses they will take to meet their personal career goals. The ICAP includes
academic and CTE courses a student has and will take to meet his or her personal career goal. The ICAP is reviewed annually. ICAPs include the following items:

- Career and college interest surveys.
- Written postsecondary and workforce goals and information of progress towards them.
- Intentional sequence of courses that reflects progress toward the post-secondary goal.
- Academic progress, including courses taken; assessment scores; any remediation, credit recovery, Advanced Placement; International Baccalaureate; concurrent enrollment credits earned; career certificates, certifications and endorsements; and experience in service learning and/or work environment activities.

ODCTE plays an integral role in deploying the ICAP legislation as demonstrated in the CTE strategic plan stating that ODCTE will provide career guidance through okcareerguide.org. One hundred ICAP pilot schools will receive technical training and My Educational Plan will increase by 25 percent in the next five years. (CareerTech Strategic Plan 2019 – 2024, Goal 2, Objective 2.1)

The Oklahoma local application requires schools to respond to specific questions describing their strategies for continuous improvement under section 132, including academic achievement and technical skill attainment, expanding CTE for special populations and supporting inclusion of employability skills in programs of study and career pathways. Below is an example using strategies for academic and CTE improvement.

<table>
<thead>
<tr>
<th>Application Rubric Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Improvement</td>
</tr>
<tr>
<td>How will improvement be made CTE programs through (a) integration of coherent and rigorous content aligned with challenging academic standards, and (b) use of relevant CTE programs that ensure learning both in academic core subjects and in CTE?</td>
</tr>
</tbody>
</table>

If applicants score Needs Technical Assistance or Criteria Not Met, the application is returned to the school or consortium for modification. The Carl Perkins staff also provide technical assistance to help the applicants.
Approving Locally Developed Programs of Study Activities During the Transition Year

Promote Continuous Improvement

As described in the Advance CTE Maximizing Perkins V’s Comprehensive Local Needs Assessment, during 2019 – 2020 Oklahoma CareerTech will determine the review process for the local needs assessment.

ODCTE will provide professional development to the local schools and consortia on conducting the needs assessment and requirements for the application. In order to assure equitable and consistent review of applications, processes will be defined and training provided to evaluators for scoring the applications.

Schools and consortia will be required to include documentation of partners involved in the local needs assessment. Partners include but not limited to students, advisory committee members, parents, local business and industry.

Expand Access to Special Populations

The state will enrich the process to disaggregate special populations’ data, which will allow the staff to evaluate this group’s continued and expanded access to career and technical education. Staff will collaborate with schools and consortia that do not meet the benchmark for access. Additional steps addressing special populations are described later in this document.

Employability Skills

In the local application process, all schools must demonstrate the programs of study provide workforce-learning opportunities for all students, including special populations.

Objective 2.2 of the CareerTech strategic plan places a focus on increasing resources for student engagement with business and industry through job shadowing, work-based learning and career exploration opportunities. The objective serves as a support for Oklahoma Senate Bill 1171 that creates a Work-Based Learning Program coordinated through a partnership with the Department of Education, State Regents for Higher Education, ODCTE, Board of Private Vocational Schools, Secretary of State and business entities. The bill requires the program to include:

- Coordination of work-based learning opportunities to connect youth and adults in public and private sectors;
- Work toward increasing the number of youth and adults participating successfully in public and private work-based learning opportunities;
- Setting standards for equality and fair access to quality work-based learning experiences for all Oklahomans, including the specific groups required under the federal Workforce Innovation and Opportunity Act (WIOA);
- Promoting quality work-based learning experiences which are developmentally appropriate, identifying learning objectives, exploring multiple aspects of an industry, developing workplace skills and competencies, assessing performance, providing opportunities for work-based reflection, linking appropriate next steps and complying with state and federal labor laws;
- Convening industry partners to develop industry-specific standards for internships to aid employers with the creation of rigorous internship programs; and
- Prioritizing paid work-based learning experiences to ensure equity and access.
Making Information Available

ODCTE’s commitment to informing students, parents and educators about career pathways that align with Oklahoma’s workforce needs is demonstrated through two objectives in the Career Awareness Goal.

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

The primary source for developing and marketing CTE across Oklahoma is the ODCTE Communications and Marketing Division. The division collaborates with state programs, the Career and Academics Connections Division and Oklahoma school marketing officers to educate local and state public and private sectors about Oklahoma’s educational opportunities. This is accomplished by combining marketing strategies, coordinating media exposure and working with K12 and technology center communications and marketing officers statewide.

ODCTE will continue to develop communications and marketing materials, including social media, billboards and printed products, to market the value of the system’s offerings to multiple target audiences, including sixth- through 12th-grade students, counselors, parents, adults and companies. All marketing material is written in age-appropriate language.

A primary focus of communication is through OK Career Guide. This online career awareness tool ensures Oklahomans have the knowledge and skills to make informed career choices and be better equipped to enter the workforce. As seen in objective 2.4 (see above) Oklahoma intends to expand the use of OK Career Guide.

Additional examples of marketing tools include the following:

- Student, parent, educator and business pocket guides.
- Materials for school counselors.
- ODCTE staff presentations throughout the state at regional events and the annual Counselors Only Conference in conjunction with the Oklahoma Department of Education.
- A career programs brochure, available in paper format and online, which lists all full-time programs offered at technology centers. In addition, program maps for K-12 programs, Skills Centers, and Adult Basic Education. These brochures are distributed annually to school counselors throughout the state.

Making Information Available During the Transition Year

Working together with a team of representatives from educational partners, the CareerTech Communications and Marketing Division will revisit pathway marketing materials to assure relevance for the intended audiences. A portion of the discussion will cover the option of contracting with translators with the intent of producing materials in languages of origin targeting minority populations in Oklahoma.
Duel and Concurrent Enrollment

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

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

Size: Recipients must offer a program of study in 100 percent of their programmatic areas to be eligible for funding.

- Secondary comprehensive school districts that 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 fifth- through 12th-grade students enrolled in the district as shown in the table.

<table>
<thead>
<tr>
<th>Size of LEA District</th>
<th>Minimum Number of CTE Programs (Not Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 2,000 students</td>
<td>One program</td>
</tr>
<tr>
<td>2,000 – 3,999 students</td>
<td>Two programs</td>
</tr>
<tr>
<td>4,000 and more students</td>
<td>Three programs</td>
</tr>
</tbody>
</table>

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

- Secondary and postsecondary eligible recipients must also meet the following requirement: Approved programs must follow all the policies and guidelines of either ODCTE or the Oklahoma State Regents for Higher Education.

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 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 constitute an industry, from basic to advanced.
- Principles of technology, labor and community issues, health and safety and environmental issues related to the industry.
- Knowledge of the planning, management, finances, technical and production skills for the industry related to the program.
- Appropriate problem-solving skills and 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.

**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, in-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 FY16 average hourly rate was $20.56 in Oklahoma according to the Bureau of Labor Statistics. An in-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 recipients’ programs of study must offer students the opportunity to earn postsecondary level industry certifications and/or licensure or associate or bachelor’s degrees.
- 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.

**Defining Size, Scope and Quality With Partners During the Transition Year**

ODCTE will review the definitions for size, scope and quality for alignment with statewide goals and to provide guidance to local recipients. They will reflect the key components described in the Advance CTE Maximizing Perkins V’s Needs Assessment as seen in the following table.

| Size | Quantifiable evidence, physical parameters and limitations of each approved program. (For example, number of required programs of study offered, required class size, availability of facilities and equipment, etc.) that related to the ability of the program to address all student learning outcomes.  
|      | Ensure it aligns with the state’s goals of quality, equity, and access.  |
| Scope | The curricular expectations of each program of study (such as the ability of a curriculum to cover the full breadth of its subject, number of required courses in a sequence, early postsecondary opportunities for learners, role of advisory committees, etc.).  |
| Quality | The expected outcomes and impact of each program of study (ability of students to earn industry-recognized credentials, academic achievement, and learner access to high-skill, high-wage and in-demand programs.).  |
Meeting the Needs of Special Populations

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

1. **Rules for Technology and Career Education** that specify civil rights compliance. In order to receive federal funds, local administrators must comply with all civil rights procedures and prohibitions.
2. **Civil Rights Officer** who audits technology centers every five years.
3. **Disability Services Specialist** who provides:
   a. Marketing and informational material for special populations
   b. Training to K-12 schools and technology centers on diversity, disabilities, FERPA, and IEP involvement.
4. **Equity/Diversity Specialist** who provides:
   a. Proactive development and implements plans, programs and activities that educate and motivate agency staff and the CareerTech community to hold diversity and inclusion as core values and to foster a climate that respects and values diversity
   b. Training to Oklahoma CTE system focused on diversity and inclusion, non-traditional populations
5. **Career Academics Connection Division** that works directly with counselors to assure access to all students and to provide resources for the various special populations. Each year the division and the Department of Education hold a Counselors Only Conference with approximately 500 K-12 and technology center participants.

Additionally, the ODCTE local application process includes self-assessments for disability, economically disadvantaged, English learners, individuals entering nontraditional fields and single parents or single pregnant mothers. At least one self-assessment must be filled out with the local application. Conducting an assessment helps local recipients determine how to improve CTE program design to meet the state-adjusted levels of performance and to enhance access for special population students. ODCTE will review local data and provide technical assistance to local recipients in the analysis of the data relative to the statewide secondary and postsecondary performance indicators. This assistance will be targeted to help eligible recipients recognize specific categories within special populations as areas of needed focus and assistance so students can meet the state-adjusted levels of performance and prepare for further education or training or for employment.

Meeting The Needs For Special Populations Activities During the Transition Year

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

- Building a relationship with Positive Tomorrows, which is a thriving school in Oklahoma City specifically for homeless children serving K-5th grade students. During the 2019-20 transition, ODCTE will reach out to the school with the goal to assist in creating career awareness activities for the students. Connecting the school and students to Ok Career Guide is one venue for expanding the students’ opportunities. While the purpose is to serve special populations, Carl Perkins dollars will not be a funding source.
- CareerTech will also reach out to the Tulsa Public Schools task force for homeless children as well as the services provided through technology centers to research venues for aiding this population.
- An additional demonstration of ODCTE’s commitment is having a staff member serve on the Governor’s Interagency Council on Homelessness with the goal that every person in Oklahoma
will have access to safe, decent, truly affordable housing with the needed resources and support to achieve self-sufficiency. The team’s role in achieving the vision is to provide recommendations to the Governor of Oklahoma related to policies, programs and services for Oklahomans experiencing or at-risk of experiencing homelessness; and, to provide expertise, coordination and support to organizations, systems and policymakers across the state as they work toward this vision.

Oklahoma is currently making appropriate adjustments to the data collection mechanisms to disaggregate and analyze special populations’ data. The Performance Data/Analysis Coordinator has updated the definitions to reflect Perkins V and is working closely with computer programmers to implement changes for data retrieval.

As part of the transition, ODCTE will collaborate with representatives from the below groups to develop strategies that assure equal access, non-discrimination, determination of state levels of performance, appropriate accommodations, and instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. The team will also work in partnership with the local Application Design Team to reassure appropriate special populations questions are included in the application. Additionally, as a portion of the application training, the schools will receive information on the new definitions and service requirements.

- Minority-serving institutions
- Members and representatives of special populations
- Agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Indian Tribes
- Individuals with disabilities

The ODCTE Marketing and Communications Division will work with schools in districts with significant minority populations to provide recruitment and marketing materials in the language of origin.

Fiscal Responsibility

Criteria and Process to Approve Local Funds

Oklahoma CareerTech’s strategic plan objective “to ensure agency policies and procedures support efficiency and effectiveness of current resources” will serve as the foundation in designing the local needs assessment, application and rubric criteria for approving funding. ODCTE views Carl Perkins V as an agency-wide initiative. Two cross-functional teams will work to develop the local needs assessment and criteria for approving applications for funding. The table below gives an outline of the team members and their broad objectives.
Funds received through the allotment made under Section 111(a)(1) will be allocated based on the formula requirements of Section 131 (secondary) and 132 (postsecondary) of the Act. The rationale for the distribution of funds will remain the same during this transition period, with 84 percent made available to secondary eligible recipients, and 16 percent made available to technology centers serving adults students, and postsecondary institutions that serve adult students enrolled in Associate of Applied Science degree programs. The distribution of funds between secondary eligible recipients and postsecondary eligible recipients will be reviewed during transition period and may be adjusted in the State Plan.
All funds distributed through the formulas, and awarded to applicants through the local application and review process, will utilize their local needs assessment as well as performance data to determine how students will be provided with the skills needed to succeed in the workplace.

Funds in the amount of $10,279,272 for secondary, and $1,957,956 for postsecondary, will be allocated to eligible institutions based on the formulas described in Section 131(a), 131(e), and 132(a). Once final allocations are made to the secondary and postsecondary schools, any school receiving an allocation that is not sufficient to conduct a program which meets the requirements of the Act or that fails to meet the $15,000 minimum allocation for secondary or the $50,000 minimum allocation for postsecondary, will be encouraged to form a consortium that meets the requirements of the law under Section 131(f) or 132(a)(3).

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

Data used to make allocations will be reviewed annually to determine what adjustments, if any, are needed to reflect changes in school district boundaries. The ODCTE will verify any changes with the Oklahoma State Department of Education prior to the allocation of secondary funds, and through the Oklahoma State Regents for Higher Education for the allocation of postsecondary funds.

Oklahoma Department of Career and Technology Education does not elect to use an alternative formula for the secondary allocation formula or the postsecondary allocation formula.

Reserve grant funds are awarded on a competitive basis with opportunities for application made available to all eligible recipients. Oklahoma currently reserves 10% of funds available to eligible recipients under Section 112 (a)(1) for the purpose of awarding grants that encourage growth and innovation in areas such as technology, new and emerging industries, improved academics, and continuous improvements such as High Schools That Work and Technology Centers That Work. Additionally, Oklahoma continues to utilize the grant funding to fill the gaps seen in career pathways, which includes supporting innovative career guidance and awareness initiatives.

All grants are evaluated and awarded on a competitive basis and are available to secondary and postsecondary eligible recipients that meet the requirements of using Perkins funds and the requirements for Reserve grant funds.

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

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

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

The Reserve grant process will be evaluated during the 2019-2020 transition year to ensure grant awards which provide continuous innovation and promote the development, implementation, and adoption of programs of study or career pathways which are aligned with high-skill, high-wage, or in-demand occupations.

Oklahoma elects to establish a new baseline of aggregate expenditures for the maintenance of fiscal effort requirement. Oklahoma elects a baseline of $103,000,000 with Oklahoma’s preceding fiscal year aggregate expenditures to be $106,520,699.
Statutory Assurances

A. Statutory Assurances

X The eligible agency assures that:

1. It made the State plan publicly available for public comment\(^4\) for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

X By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.

2. It has authority under State law to perform the functions of the State under the Perkins program(s).

\(^4\) An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.
3. It legally may carry out each provision of the plan.

4. All provisions of the plan are consistent with State law.

5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

7. The entity has adopted or otherwise formally approved the plan.

8. The plan is the basis for State operation and administration of the Perkins program.

**Other Forms**

X The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
## IV Budget

### Budget Form
- **State Name:** Oklahoma
- **Fiscal Year (FY):** FY19

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$15,996,375</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
<td>$799,818</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>10%</td>
<td>$1,599,637</td>
</tr>
<tr>
<td>4</td>
<td>Individuals in State Institutions</td>
<td>2%</td>
<td>$319,927</td>
</tr>
<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td>Not required</td>
<td>$159,963</td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$159,964</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
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<tr>
<td>5</td>
<td>Nontraditional Training and Employment</td>
<td>Not applicable</td>
<td>$60,000</td>
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<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
<td>0.1%</td>
<td>$1,599</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>85%</td>
<td>$13,596,920</td>
</tr>
<tr>
<td>8</td>
<td>Reserve</td>
<td>10%</td>
<td>$1,359,692</td>
</tr>
<tr>
<td>9</td>
<td>Secondary Recipients</td>
<td>10%</td>
<td>$1,359,692</td>
</tr>
<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
<td>0%</td>
<td>$</td>
</tr>
<tr>
<td>11</td>
<td>Allocation to Eligible Recipients</td>
<td>90%</td>
<td>$12,237,228</td>
</tr>
<tr>
<td>12</td>
<td>Secondary Recipients</td>
<td>84%</td>
<td>$10,279,271</td>
</tr>
<tr>
<td>13</td>
<td>Postsecondary Recipients</td>
<td>16%</td>
<td>$1,957,956</td>
</tr>
<tr>
<td>14</td>
<td>State Match <em>(from non-federal funds)</em></td>
<td>Not applicable</td>
<td>$799,818</td>
</tr>
</tbody>
</table>
Key Links and Appendix

Key Links:  
- ODCTE Website  
- Oklahoma CareerTech Strategic Plan  
- ODCTE State Board  
- Oklahoma CTE System Overview  
- Oklahoma CTE Annual Report  
- Oklahoma CTE Fast Facts
## Appendix A: Program of Study Template

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Area</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-24</td>
<td>Mathematics</td>
<td>Algebra 2</td>
<td>Advanced algebraic concepts and problem-solving skills.</td>
</tr>
<tr>
<td>2024-25</td>
<td>English</td>
<td>English Composition</td>
<td>Development of writing and critical thinking skills.</td>
</tr>
<tr>
<td>2025-26</td>
<td>Science</td>
<td>Physics</td>
<td>Understanding of physical laws and scientific inquiry.</td>
</tr>
<tr>
<td>2026-27</td>
<td>Social Studies</td>
<td>U.S. History</td>
<td>Historical context and analysis of significant events.</td>
</tr>
<tr>
<td>2027-28</td>
<td>Career &amp; Tech</td>
<td>Computer Science</td>
<td>Introduction to programming and computational thinking.</td>
</tr>
</tbody>
</table>

**Future Years Are Needed**

**Career & Tech**

- Enter Technology Center Program Name - Enter College Degree Plan Name

- Select Technology Center:
  - Select Career & Tech Center:
    - High School Courses:
      - Math
      - Science
      - Social Studies
      - Other Required Courses
    - Elective Courses
    - Other Elective Courses
    - English
    - Other Required Courses

**Other Requirements**

- Select Elective School:
  - Select Elective Course:
    - Elective Course Description

**Secondary Electives**

- Other Elective Courses
  - English
  - Math
  - Science
  - Social Studies
  - Other Required Courses

**Post Secondary**

- Select Post Secondary School:
  - Select Post Secondary Course:
    - Course Description

**Appendix B**

- Program of Study:
  - The Oklahoma Career & Tech program is designed to provide a comprehensive education in the fields of technology, science, and engineering. Students can pursue their goals to industry-recognized certifications or college credit. 

**Appendix C**

- Program of Study:
  - The Oklahoma Career & Tech program is designed to provide a comprehensive education in the fields of technology, science, and engineering. Students can pursue their goals to industry-recognized certifications or college credit.