Size

(1) Recipients must offer a *Program of Study* in **100% of their programmatic areas** to be eligible for Perkins funding.

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

<table>
<thead>
<tr>
<th>Size of LEA District</th>
<th>Minimum Number of CTE Programs (not courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 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 above</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 requirements:

(2) Approved programs/career majors must follow all the policies and guidelines of either the ODCTE or the OSRHE.
Scope

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

The CTE programs should align to the Oklahoma CareerTech Strategic Purposes:
- Business and Educational Partnerships
- Career Awareness
- Educational Attainment

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

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

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

Section 4 of the School-to-Work Opportunities Act of 1994: "...all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector."
FROM THE OKLAHOMA FY16 STATE PLAN:

ODCTE is currently utilizing the Career Cluster framework to ensure that academic and technical components of all CTE programs are designed to prepare Oklahoma CTE students for competition in a global workforce. Through Programs of Study, both academic and technical course sequences are strengthened. Each Career Cluster team leader has worked with multiple stakeholders to ensure that content is included to meet the needs of Oklahoma’s existing and emerging industry sectors. Performance measure negotiation ensures that student learning is monitored and improved.

All secondary students in Oklahoma must demonstrate proficiency in core academic subjects through state level end-of-instruction exams as designated by state legislation. Multiple support strategies will be implemented such as remediation, tutoring, and study groups to ensure secondary and postsecondary student success.

Career and technical skills will be demonstrated through identified technical skill assessments and monitoring of successful completion of those assessments. Support strategies will be implemented to ensure CTE students can demonstrate their proficiency.

Through the development of career pathways, the national knowledge and skill statements were cross-walked with all Oklahoma CTE programs, helping ensure that all programs provide students with strong experience in and understanding of all aspects of the particular industry.
Quality

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

Oklahoma defines a *high wage* career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Oklahoma Employment Security Commission. The FY16 average hourly rate was $20.56 in Oklahoma according to the Bureau of Labor Statistics. A *high demand* industry is defined as an occupation in which state, local, or regional labor market data show that demand exceeds projected employment supply. *High skill* occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

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

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