****

FY20 Use o

March 2012

***Federal Legislation – Perkins***

**A division of The Oklahoma State Department of Career and Technology Education**

**FY20 Carl D. Perkins**

**Use of Funds Guidebook**

**Carl D. Perkins**

**Use of Funds Guidebook**

Oklahoma: Revised February 2023

**NOTE: The use of CTE refers to Career and Technology Education AND Associate of Applied Science students and programs.**

**Students served by these funds must include members of special populations as applicable.**

|  |  |
| --- | --- |
| **Definition** | **Things to Consider/May Include** |
| **(330) Academic Integration:** 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. | * Integrating academic skills into career and technical education programs and programs of study to support—
1. 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
2. CTE participants at the postsecondary level in achieving academic skills.
* 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:** 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.  | * 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.
	+ 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.
* 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.
* Coordinate work-based learning opportunities through the state's labor market and labor exchange systems.
* Work toward increasing the number of youth and adults participating successfully in public and private work-based learning opportunities.
* 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.
* Promote 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.
* Convene industry partners to develop industry-specific standards for internships in order to aid employers with the creation of rigorous internship programs.
 |
| **(332) Use of Technology:** 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. | * 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**: 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; (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; (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; (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; (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.  | 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)).
* 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.
* 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.
* 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.
* 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.

**These “Allowable” and “Non-Allowable” examples do not pertain to Innovative 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:** 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; (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.  | * 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.
* 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:** 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  | * 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—

(i) occupational supply and demand (ii) educational requirements (iii) other information on careers aligned to State, local, or tribal (as applicable) economic priorities(iv) 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 advances knowledge of career opportunities and assists 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.
* 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 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:** 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. | * 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.
* Utilize proven methods to retain staff, such as teacher induction programs, mentoring programs, improving student or school performance and supporting planning/collaboration time.
 |
| **(337) Evaluation:** 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.  | * 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.
* 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:** (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.). | 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.
* 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.
* 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:** 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 –1. 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
2. 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.
 | * 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.
* 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.
* 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:**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. | * 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.
* 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.
 |