

Oklahoma Perkins V State Plan

Strengthening Career and Technical
Education for the 21st Century Act

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and Technology Education
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ABBREVIATIONS, ACRONYMS AND COUNCIL/COMMITTEES

Abbreviations and Acronyms

AEFL Adult Education and Family Literacy

Ag. Ed. Agricultural Education

BMITE Business, Marketing and Information Technology Education

CCD Counseling and Career Development Division

CLNA Comprehensive Local Needs Assessment

CTE Career and Technical Education

CTSO CareerTech Student Organization

DOC Department of Corrections

EMSI Economic Modeling Specialists International

ESSA Every Student Succeeds Act

FCS Family Consumer Science

HSTW High Schools That Work

ICAP Individual Career Academic Plan

K-12 Comprehensive schools grades kindergarten – 12th

LMS Learning Management System

Master Educator ODCTE online learning management system

ODCTE Oklahoma Department of Career and Technology Education

Oklahoma Employment Security Commission (OESC) Title I WIOA

OSDE Oklahoma State Department of Education

PK Pre-Kindergarten

Skills Centers ODCTE school system within Oklahoma correctional facilities

STEM Science, Technology, Engineering and Mathematics

T&I Trade and Industrial Education

TAV Technical Assistance Visits

TCTW Technology Centers That Work

The Answers The Answers to Your Questions—Plus Examples and Definitions

WBL Work-Based Learning

WIOA Workforce Innovation and Opportunity Act represented through Oklahoma Works

Councils and Committees

- **Business and Industry Committee** The State Director of Oklahoma CTE meets annually, sometimes twice a year, with a committee of business representatives to get their input to workforce needs.
- **Instructional Leaders Committee** A group of school instructional leaders who give annual input to the Director of Student Success. that manages the Educational Services Division.
- **Governor’s Council for Workforce and Economic Development** Comprised of top leaders in education, Employment Security Commission, workforce development, WIOA Core Partners, and Regional Workforce Boards. This council has the responsibility to develop strategy on workforce development and state alignment.
- **Local Advisory Committees** Each local program has a formal occupational advisory committee where most of the group is comprised of representatives of occupations for which the program is training.
- **Stakeholder Panels** During the stakeholder feedback and CLNA training sessions, panels representing various stakeholders discussed their needs and answered questions. This feedback was used to inform not only state goals but local implementation.
- **State Director Student Advisory Committee** A group of students who meet twice a year to discuss their education and career development needs.

II. Narrative

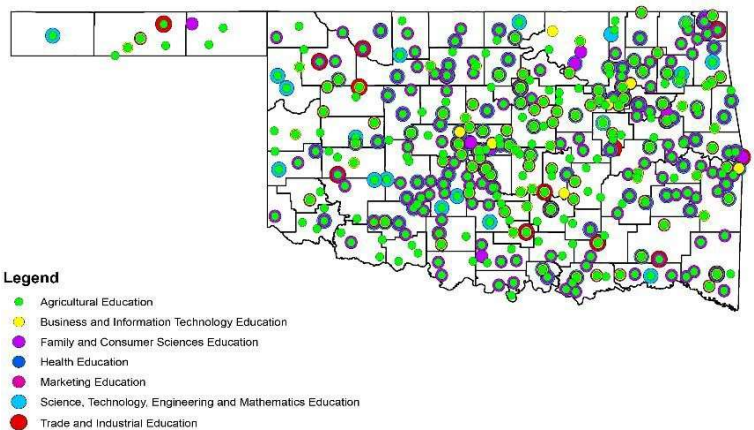
Oklahoma Career and Technology Education (CTE) is pleased to present our State Plan for the “Strengthening Career and Technical Education for the 21-Century Act” (Perkins V) federal grant. The Oklahoma Department of Career and Technology Education (ODCTE) worked with partners and stakeholders throughout the state to build a State Plan, Comprehensive Local Needs Assessment (CLNA), and companion document titled *The Answers to Your Questions—Plus Examples and Definitions* (hereafter called *The Answers*).

Oklahoma System CTE Overview

To assist the reader, here is a brief overview of the state’s CTE system. Oklahoma delivers a comprehensive system of CTE and workforce development across the state. This takes place through a network of five delivery systems

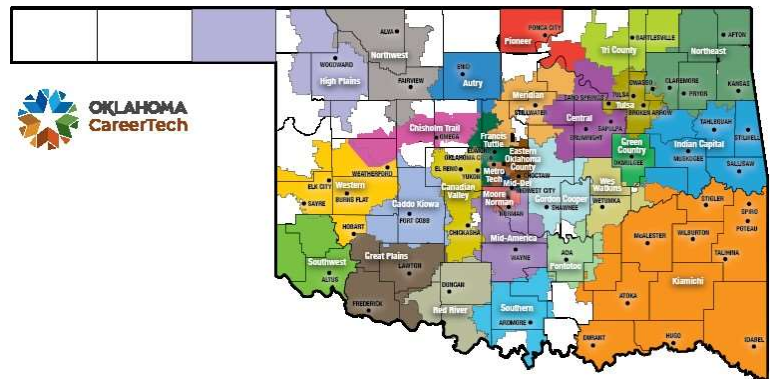
1. **Prekindergarten – 12th grade** school districts are educational entities governed by local school boards. The Oklahoma State Department of Education (OSDE) determines policy and provides oversight for secondary students. Career awareness, exploration and work-based learning experiences take place in 397 K-12 school districts. In FY23, 1,474 CTE teachers were employed in K-12 schools that receive financial assistance and program support from ODCTE.

Figure 1 Oklahoma CTE Program Map



2. **Technology Centers** Oklahoma has 29 technology centers with 60 campuses. Technology centers provide educational experiences for secondary and post-secondary students—31,640 secondary and postsecondary students were enrolled in FY23. Additionally, they provide customized training to local businesses and industry and provide guidance, resources, and facilities to startup companies through their business incubators.

Figure 2 Oklahoma CTE Technology Center District Map



Program Offerings

Programs in K-12 and technology centers

- Agricultural Education (Ag. Ed.)
- Business, Marketing and Information Technology Education (BMITE)
- Family Consumer Science (FCS)
- Health Careers
- STEM

- Trade and Industrial Education (T&I)

Technology centers also offer options for advanced academic courses.

Oklahoma CTE offers postsecondary programs through the technology centers and partners with higher education to provide programs in colleges that offer an Associate's Degree.

3. **Skills Centers** offer specialized occupational training to secondary and post-secondary offenders within correctional facilities throughout the state. Offenders are trained (991 enrollments in FY23) in several areas, including transportation, distribution, and logistics; construction; machining; auto service; and business and information technology. These services are offered in coordination with the Oklahoma Department of Corrections and the Oklahoma Office of Juvenile Affairs.
4. **Business and Industry Services** helps companies expand and improve operations by providing customized training and organizational development opportunities through technology centers. Economic development resources include training for industry programs for new, existing, and growing companies as well as funding for volunteer firefighter training and for safety and health training. Our agricultural business management and small business management services and incubators provide entrepreneurial consulting and training across the state. The Oklahoma APEX Accelerator assists companies with contracting with local, state, federal and tribal governments. These programs are not funded by Perkins dollars.
5. **Adult Education and Family Literacy (AEFL), Title II WIOA** ODCTE oversees adult education and family literacy for the state of Oklahoma. The program includes high school subjects, English as a second language, citizenship and English literacy and civics education. It enables adults to become employable, productive, and responsible citizens, workers and family members, and it empowers individuals to become self-sufficient and to obtain the necessary skills for future employment and success. Adult education assists adults in obtaining their secondary school diplomas. While AEFL is not funded by Perkins, students are encouraged to participate in CTE programs.
6. **Postsecondary Partners** Colleges and universities that receive Perkins funds to equip students with academic and technical skills.

As demonstrated in the above narrative, Oklahoma CTE works in partnership with numerous workforce development agencies. A more detailed explanation of collaboration is described in Section B – *Program Administration and Implementation* as well as throughout the state plan.

Throughout the plan many advisory councils and committees are referenced. These groups are active and meet on a regular basis. Their purpose is to provide venues for continual collaboration and stakeholder input. For your reference and convenience, a list of the groups and their purpose is in the *Abbreviations, Acronyms, Organizations, and Committees* list immediately following the Table of Contents.

A. PLAN DEVELOPMENT AND CONSULTATION

1. State Plan Developed in Consultation with Stakeholders

Beginning with the original implementation of Perkins V, ODCTE began intentionally seeking feedback from our stakeholder groups to give them a platform to provide commentary and input on the new legislation. The state used

several mediums to gain input—advisory committee meetings, surveys, stakeholder panels, town hall meetings, plus many face-to-face discussions. Throughout the year, ODCTE made a specific point to include all represented groups stated in the legislation.

Stakeholder input started with development of the Comprehensive Local Needs Assessment (CLNA) and the companion document, *The Answers*, a document that answers common questions and provides examples, directions for completing the CLNA and Local Application (see Appendices 1 and 2). A CLNA committee representing K-12 schools, technology centers and colleges reviewed an initial draft of the needs assessment and provided input to make it more relevant to the applicants and user-friendly. The same group participated in the CLNA training pilot test where several additional suggestions were implemented as well as changes to *The Answers*.

ODCTE conducted six CLNA training sessions across Oklahoma that included stakeholder panels representing business and industry, special populations, counselors, and members of local workforce boards. The panels served as stakeholder input for both the state plan and the CLNA participants.

To obtain teacher and administrator input, ODCTE administered three surveys to staff in K-12 schools, technology centers and postsecondary organizations.

To gather the required public input for the State Plan, Oklahoma divided the state into four quadrants and held town hall meetings in each one. There were 1,136 individual invitations emailed, as well as 578 invitations sent to Perkins eligible recipients.

Based on stakeholder input with the initial implementation of Perkins V, ODCTE implemented the following:

- **Work-Based Learning** - ODCTE hired a statewide work-based learning liaison who serves as a connection between business/industry and CTE educators. Fulfilling Perkins V legislation, Oklahoma started collecting data related to work-based learning experiences in a real time collection system that is linked to the follow-up database. ODCTE also developed a Work-Based Learning Implementation Guide.

ODCTE also developed a Work-Based Learning Implementation Guide that is a how-to guide with suggestions and tools for planning and implementing specific WBL activities. While district or school priorities for implementing WBL may vary, as will the variety of local employers with which to partner, the manual provides information that will help in implementing each activity in the context of the complete WBL continuum. Chapters include guest speakers, workplace tours, college and career fairs, informational interviews, job shadowing, internships, teacher workplace tours and teacher externships.

Each chapter provides more detailed information about a specific WBL activity: ideas on which stakeholders to engage; a suggested implementation timeline; resource templates and tools; and links for more information. In addition, each WBL activity chapter provides ideas for student preparation as well as suggestions for employer preparation. The timelines and tools in the manual are suggested best practices that should be adapted to suit the specific needs of the participating schools and employers. For example, what works well in a larger, urban district may need to be scaled down to fit more rural communities that have fewer employers spread across greater distances.

- **Flexible Teacher Educator System** - ODCTE implemented an online learning management system— **Master Educator** that has a database of more than 7,000 courses. The WBL Manual, other WBL courses and teacher educator courses are included with more to be added. At the same time, this system has courses that apply to everyone in the CTE system. Additionally, first-year teacher development programs are in place in response to flexible development and retention.
- **Professional Development** - Through an analysis of all stakeholder input, the Professional Development Division is designing a training plan to assist educators on soft skills development in the classroom; access and equity for all, including special populations; as well as other key training.
- **Certifications** - To assist schools and students, the Standards and Assessment Division has created badges for earned certifications (component of the program of study) that can be posted on digital resumes. By clicking on the badge, a potential employer will be directed to a website that lists the skills tested for the student to earn the badge.
 - Furthermore, Oklahoma is enhancing processes to collect certification data in real time.
 - Through the EMSI database, ODCTE creates reports related to workforce needs from state to regional levels. This data is made available to our schools to consider workforce needs for their region as they work with their stakeholders to complete the comprehensive local needs assessment.
- **Data Collection** - Heightened communication and training initiatives were implemented to assist educators in reporting data including the newly required subpopulations.
- **Secondary and Postsecondary** schools receive CLNA training every two years. This training is conducted regionally so all schools will have the opportunity to participate.
- **Career Exploration** opportunities are currently available to CTE students in middle grades. Middle grades CTE is primarily available in Ag. Ed. (beginning at 8th grade), STEM, BITE, and working on expanding the opportunities for T&I students.
- **Secondary/Postsecondary Split** Oklahoma is changed the secondary/postsecondary Perkins funding split from 84/16 to 85/15, respectively, to allow more funding to flow to secondary schools to address the increased need for career exploration in the middle grades.

In the summer of 2023, our Counseling and Career Development division sent surveys to CTE professionals statewide that are tasked with providing services to students in special populations. There was a total of 40 responses to these surveys. The department uses these surveys to design and implement training for our schools.

The overarching theme of these responses was that the schools would like to see more professional development in the following areas:

- Best Practices for Special Populations
- Resources for Special Populations
- Working with IEPs/504s
- Oklahoma Partnerships
- Best Practices for Admission and Accommodations
- Technology to help Special Populations

The survey feedback also indicated a strong need for mental health professional development resources for these students.

Additionally, in December 2023 our Leadership and Professional Development Division administered surveys to the field to gather input on professional development needs. We administered one survey to teachers and another survey to administrators. Two hundred and twenty-five teachers responded to the survey and forty-three administrators responded. These responses are used to determine professional development needs and training opportunities.

Below are the results of the teacher surveys:

Figure 3 Professional Development for Classroom Management (teachers)

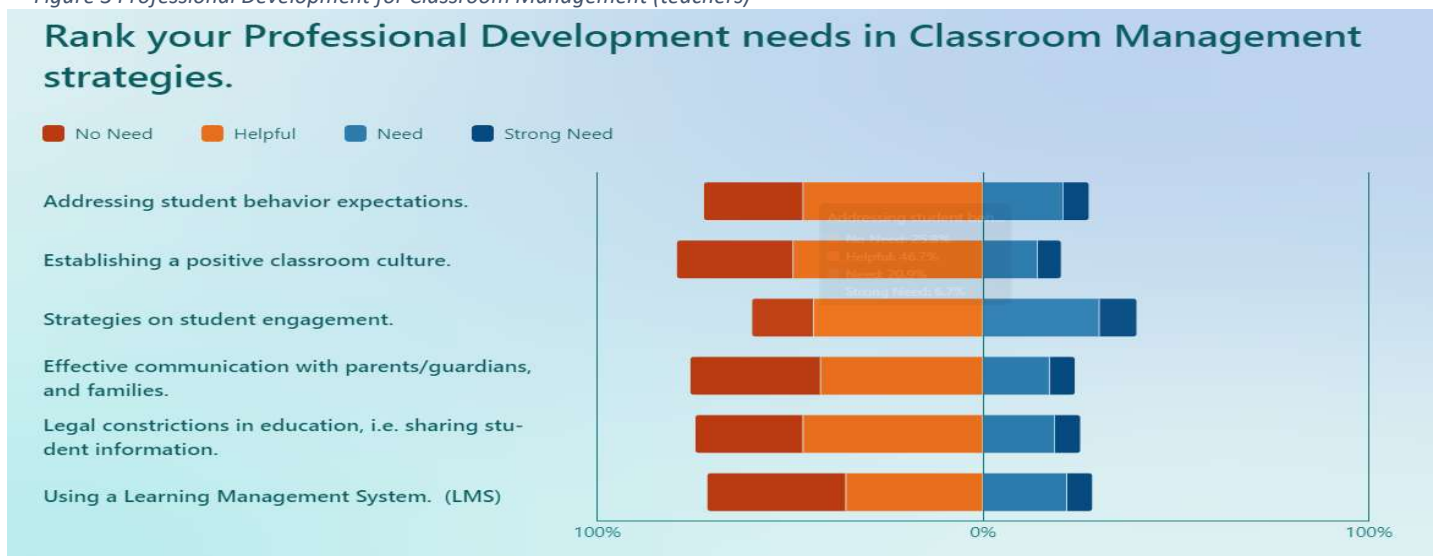


Figure 4 Professional Development for Instructional Strategies (teachers)

Rank your Professional Development needs regarding Instructional Strategies.

■ No Need
 ■ Helpful
 ■ Need
 ■ Strong Need

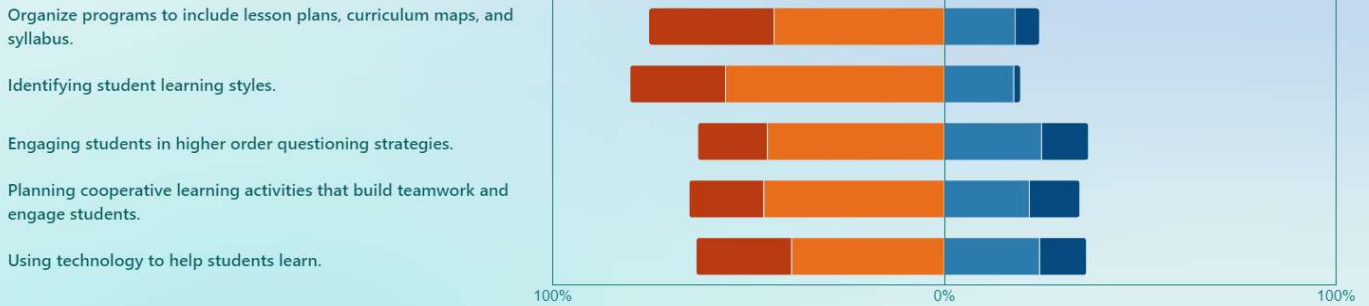


Figure 5 Professional Development for Student Assessment (teachers)

Rank your Professional Development needs in Student Assessment & Testing.

■ No Need
 ■ Helpful
 ■ Need
 ■ Strong Need

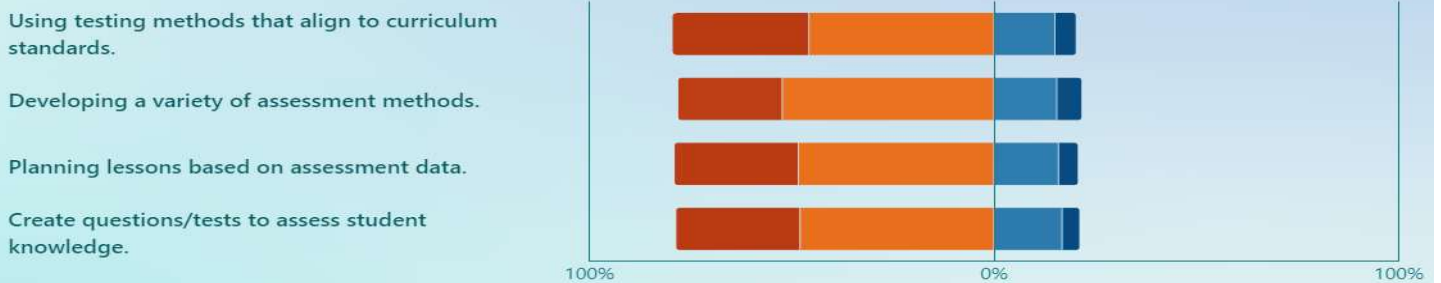
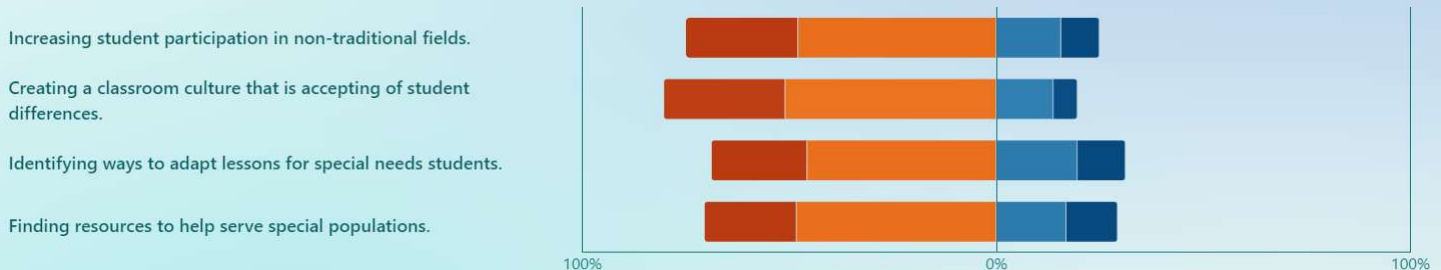


Figure 6 Professional Development for Serving Special Populations (teachers)

Rank your Professional Development needs in Serving Special Populations Students (individuals with disabilities, economically disadvantaged, students in non-tradition fields,...

■ No Need
 ■ Helpful
 ■ Need
 ■ Strong Need



Below are the results of the administrator surveys:

Figure 7 Professional Development for Classroom Management (administrators)

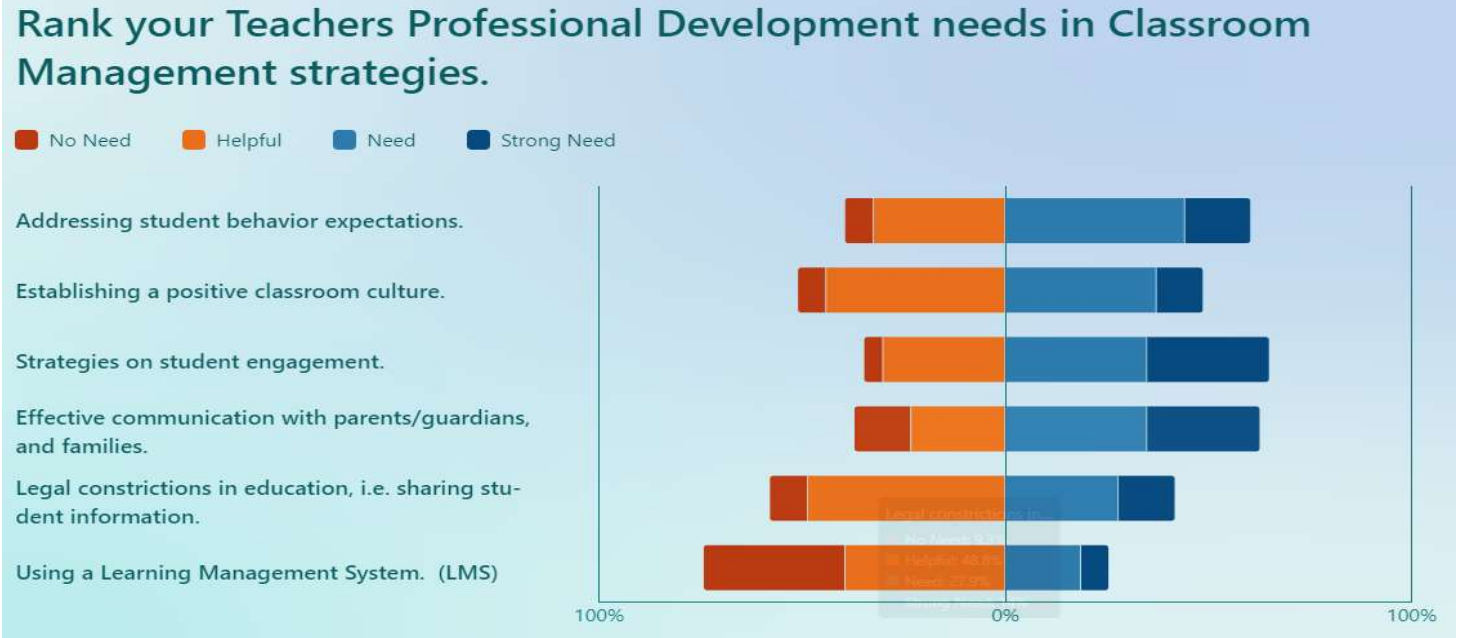


Figure 8 Professional Development for Instructional Strategies (administrators)

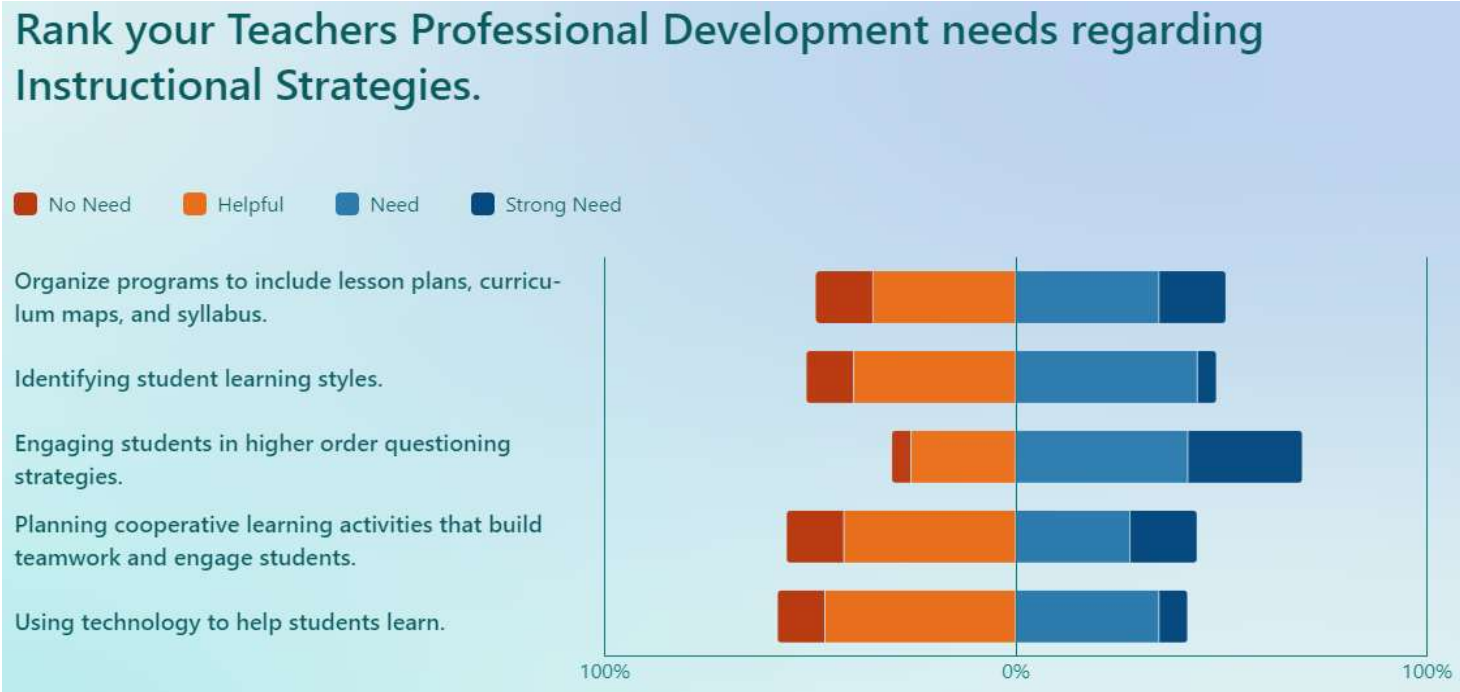
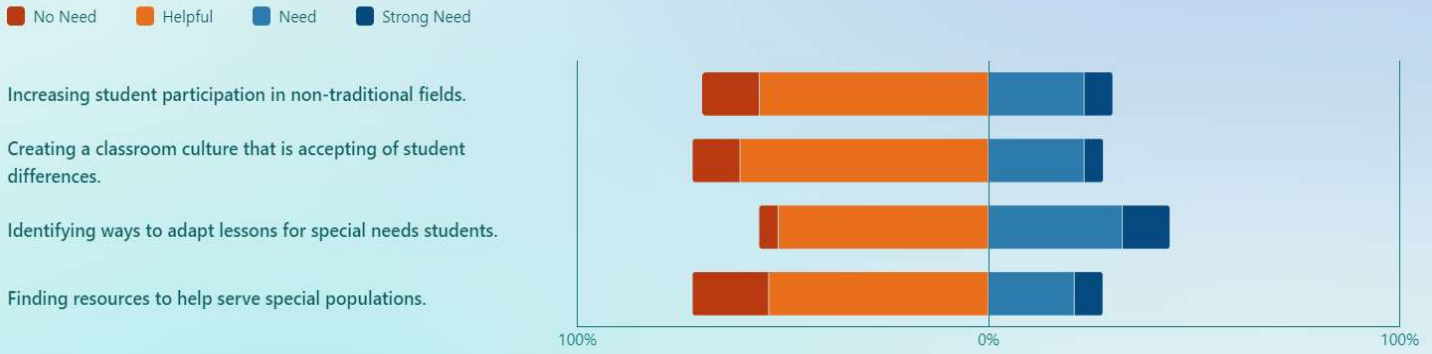


Figure 9 Professional Development for Serving Special Populations (administrators)

Rank your Teachers Professional Development needs in Serving Special Populations Students (individuals with disabilities, economically disadvantaged, students in non-tradition fields,...



In January 2024, ODCTE conducted two CTE feedback sessions across Oklahoma that included stakeholder panels representing business and industry, special populations, counselors, and members of local workforce boards. The panels served as stakeholder input for both the state plan and the CLNA participants.

During both sessions, we overviewed the Comprehensive Local Needs Assessment process and reviewed the actual student performance results versus the goals for the prior 4-year period with CTE professionals across the state of Oklahoma. We had a group discussion on ideas to address these performance disparities. These results are detailed in Section D of this document.

The stakeholder panels provided opportunities for collaboration between schools, business and industry, organization that serve special populations, counselors, and local workforce boards. We discussed ways to identify and serve students that identify with one or more special populations groups. Schools discussed with community partners ways for students to overcome barriers to employment such as transportation and housing. We also identified important interventions to help students become workforce ready such as resume development, job search skills, and improving soft skills. Fostering these relationships between community partners and our schools is critical to the success of CTE students in Oklahoma.

Stakeholder Procedures

Following are stakeholder input policies and procedures that apply to ODCTE and all local applicants.

1. Identify representatives for each of the categories listed in the Stakeholder Table.

2. Invite representatives via multiple mediums such as email, school’s online calendar, text, parent portals, etc.
 - a. Invitations must include the meeting date, time, and location.
3. Input may be sought through a variety of methods:
 - a. ODCTE CLNA training sessions
 - b. One large meeting
 - c. Advisory committee meetings, i.e., programs, business and industry, academic, etc.
 - d. Focus groups
 - e. Student and parent surveys
 - f. Listening sessions
4. For monitoring purposes, the applicant must maintain:
 - a. Copies of invitations to meetings
 - b. Sign-in sheet as evidence of attendees
 - c. Copies of surveys
 - d. List of groups who received the survey

2. Consultation with State Agencies

There is a strong working relationship between the ODCTE State Director, the Chancellor of Oklahoma Regents for Higher Education and the Superintendent of Public Instruction at the Oklahoma State Department of Education (OSDE). Therefore, consultation with both entities regarding the amount and use of funds reserved for career and technical education for adult, postsecondary and secondary will occur during the public comment period. ODCTE is the state agency responsible for adult education in Oklahoma and therefore ensures appropriate braiding of funds when applicable.

3. Public Comment in Person and in Writing

ODCTE posted the state plan, including performance measures targets, on the internet for public feedback April 1 – May 1, 2024. A banner encouraging public comment and a link to the plan, CLNA and local application was on the first page of ODCTE’s website during the open comment period.

Email:	Telephone:	In Person or via Mail:
steve.robison@careertech.ok.gov	Steve Robison 405.743.5523	Oklahoma Department of Career and Technology Education 1500 W. 7th Avenue Stillwater, OK 74074

The Oklahoma Board of Career and Technical Education approved this plan at the March 28, 2024, board meeting.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

1. State’s Vision for Education and Workforce Development

a) Summary of state-supported workforce development activities

On April 15, 2023, The Oklahoma Workforce Transformation Task Force published a report highlighting the labor shortage in Oklahoma. Economic trends indicate that without intervention this problem will continue to grow. Research indicates that many of the same occupations currently facing critical shortages are the same occupations experiencing the fastest growth in demand. This report reinforces the fact that Oklahoma CTE students need to obtain postsecondary credentials to be both college and career ready. Oklahoma CareerTech’s strategic vision and goals align to address this critical need to address future workforce needs in our state.

Governor Stitt had created a workforce commission and set a goal *to propel Oklahoma into a top 10 state in workforce development*. To achieve this benchmark, the Governor’s Council for Workforce and Economic Development was formed with the charge to *identify and propose modifications, which lead to a highly visible and highly effective workforce development system*. Committee members represented a core of top leaders in education such as the State Director of CareerTech, State Superintendent of Public Instruction and the Chancellor of Higher Education; other committee members represented the Employment Security Commission, and Workforce Development. The group collaborated to establish nine strategies as depicted in *Table 1*. These strategies encompass the goals for OSDE, ODCTE and Oklahoma Works Together. As collaborators, the strategic goals/activities complement each other to equip Oklahomans with the skills necessary for a competitive global market.

Table 1 Oklahoma Workforce Development

Oklahoma Governor’s Goal: Propel Oklahoma into a Top 10 State for workforce development.	
<p>Strategic Framework for Oklahoma’s Workforce A Framework to Develop, Recruit and Retain Oklahoma’s Workforce</p>	
1.	Fully leverage Oklahoma’s strong educational infrastructure utilizing existing assets and resources through the state’s CareerTech and Higher Education systems
2.	Further leverage OK Works and the Governor’s Council for Workforce and Economic Development
3.	Create a statewide network of advisory councils in each ecosystem driven by Oklahoma business and industry leaders
4.	Establish branded regional Workforce Centers of Excellence focused on local demand
5.	Leverage and maximize existing resources and assets to support the workforce effort
6.	Establish a Single Point of Contact concept which will serve as a single point of entry for workforce-related services
7.	Establish a statewide data system that collects and links information from education, employment and workforce agencies so that policy makers and state leaders can make more informed decisions
8.	Effectively brand and market the new workforce model
9.	Support effective intervention strategies which serve the most at-risk and vulnerable populations aimed at increasing education completion, certification attainment and workforce participation

Alignment of goals to address education and skill obtainment starts with career awareness in PK through third grade. During the fourth through eighth grades, students engage in career exploration that culminates during the freshman year in an Individual Career Academic Plan (ICAP) outlining career and academic activities¹. As students move through high school, they have the opportunity to develop technical skills by participating in CTE programs. Postsecondary students do the same through the technology centers and colleges.

All students—secondary and postsecondary—develop academic, technical and leadership skills in their programs. In addition, the programs and programs of study outline effective and efficient career pathways.

CTE programs and programs of study are aligned to workforce needs identified by Oklahoma Works Together and ODCTE at both the state and regional levels. To assure alignment of data, all workforce development agencies in the state use the same workforce database—EMSI. As a result, although the criteria listed in reports may be different, the data used for creating reports and workforce projections are the same.

Using the same EMSI database, ODCTE compiles a report annually aligned with the 17 national career clusters with five- and ten-year job projections. These reports serve as the data source for aligning programs with state and regional workforce demands. In using career clusters, school administrators and teachers can identify labor market needs within their program content areas. By using the same data source and projection data, the CTE labor market analysis aligns to the workforce development board data.

On April 15, 2023, The Oklahoma Workforce Transformation Task Force published a report highlighting the labor shortage in Oklahoma. Economic trends indicate that without intervention this problem will continue to grow. Research indicates that many of the same occupations currently facing critical shortages are the same occupations experiencing the fastest growth in demand. This report reinforces the fact that Oklahoma CTE students need to obtain postsecondary credentials to be both college and career ready. Oklahoma CareerTech’s strategic vision and goals align to address this critical need to address future workforce needs in our state.

b) State’s strategic vision and goals for an educated skilled workforce

Preparing 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’s Strategic Plan 2023 – 2028 provides four goals with supporting objectives that will direct workforce development through CTE.

Goal 1 Provide Oklahomans with the skills and abilities needed to be successful in the workplace.

Objectives

- Expand enrollment and learning opportunities for CTE students in all delivery arms.
- Enhance industry credential access and support for students.
- Ensure CareerTech Student Organizations show high levels of engagement.

Goal 2 Collaborate with employers and educational partners to expand economic development opportunities and improve educational experiences for students.

Objectives

- Enhance Oklahoma education/industry partnerships to expand awareness among all stakeholders and develop Oklahoma’s workforce.
- Nurturing business growth through coaching, information services, and training.
- Identify and implement additional student work-based learning opportunities.

Goal 3 Ensure Oklahomans have the knowledge, skills, tools, and resources to make informed career choices and plans to be better equipped to enter the workforce.

Objectives

- Expand Galaxy, OKCareerGuide, and Journey to be the foundation for career awareness and planning for students, parents, educators, and business and industry.
- Increase students’ opportunities to engage with business and industry through job shadowing, work-based learning, CareerTech Student Organizations, and career exploration opportunities.

Goal 4 Provide leadership and services to delivery arm partners while ensuring agency operations and services effectively and efficiently meet internal and external and customer needs.

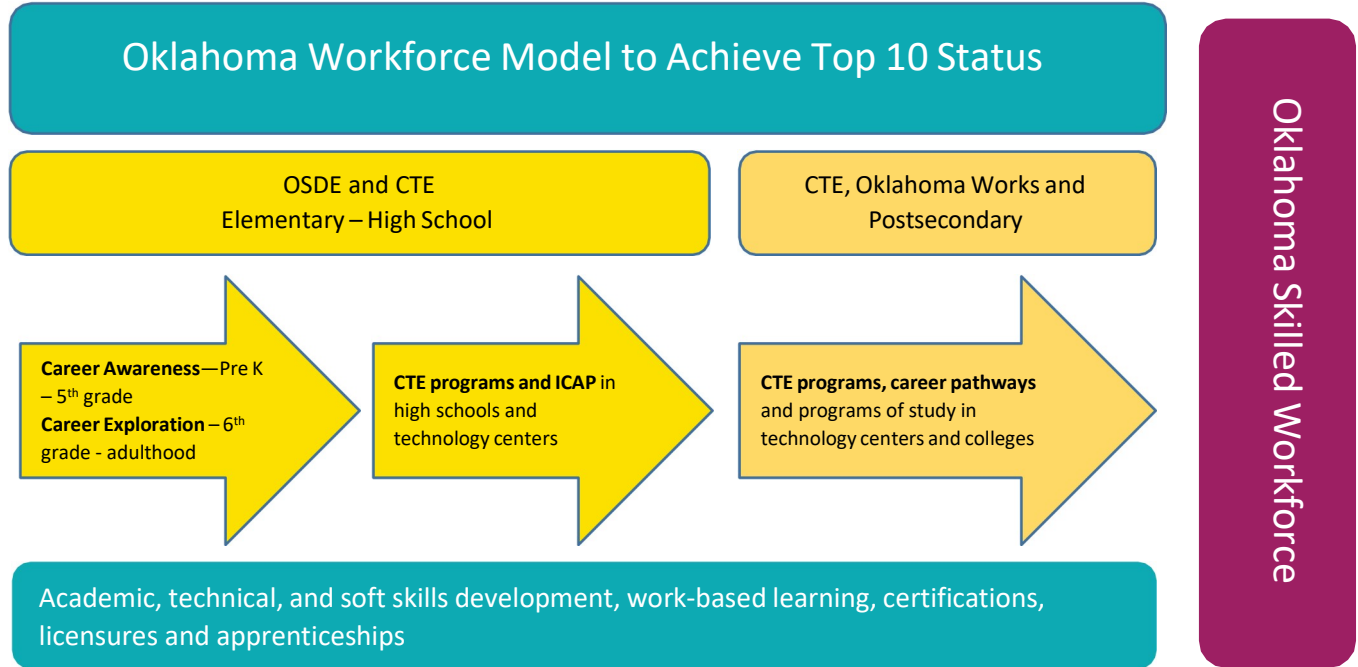
Objectives

- Increase the recruitment and retention of agency staff to ensure high-quality services to our partners.
- Ensure all stakeholders are supported through agency leadership, professional development opportunities, and technical assistance.
- Ensure the efficient and effective use of financial resources.

c) Strategy for joint planning and coordination

Joint strategy alignment of federal programs such as ESSA, Perkins V and WIOA occurs to meet the objectives as outlined in Table 1 and Figure 10.

Figure 10 Oklahoma Workforce Development



Oklahoma has several examples of partnering and braided funding in terms of federal programs—ESSA, WIOA, and the Higher Education Act. CTE programs in K-12 receive funding from both OSDE and ODCTE to prepare students to enter the workforce or continuing education. Another joint tie is in academic progress where the ESSA performance targets for reading, science and math are used for the Perkins academic performance targets. Numerous technology centers have resource centers that give students assistance in literacy, math and career exploration.

ODCTE, Oklahoma Works and higher education contribute to braided funding in workforce development. All three federal grants are used to equip individuals with technical skills for Oklahoma’s businesses and industry. One place where this is seen is in apprenticeship development. Technology centers with apprenticeship programs work together with Oklahoma Works to develop the programs.

In terms of braided funding, Oklahoma Works One-Stop Centers and technology centers partner to serve the local citizens in workforce development. Additionally, the technology centers use a portion of their Perkins and WIOA Title II funds to support the activities of One-Stop Centers. In some instances, Oklahoma Works field staff offices are in the technology centers.

d) State leadership funds

Table 2 Use of Oklahoma Leadership Funds

Oklahoma’s Use of Leadership Funds	
Required Uses of Funds Sec. 124(a)(1)	ODCTE Designations and Compliance
Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations	Funding positions—partial and total salaries <ul style="list-style-type: none"> • Career Development Coordinator – Special Populations: Coordinates and provides services that enhance opportunities for individuals within special populations to fully participate in CTE. • Career Development Coordinator – Coordinates Career Development activities including OK Career Guide, Galaxy, and Connect 2 business.

Oklahoma’s Use of Leadership Funds	
Required Uses of Funds Sec. 124(a)(1)	ODCTE Designations and Compliance
	<ul style="list-style-type: none"> Student & Organizational Success Specialist—Proactively develops, implements plans, and delivers professional development opportunities and activities that identify and provide opportunities for CTE students who identify within a special populations group. Additionally, the Student & Organizational Success Specialist provides strategies to assist local recipients with promotion non-traditional participation in secondary and postsecondary CTE programs that lead to high-paying jobs.
Individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities	<ul style="list-style-type: none"> Employment Coordinators (4 positions)—Identify and remove transitional barriers facing Skills Centers students prior to and following release from DOC custody and facilitates re-integration of Skills Centers graduates into society and the workforce.
Recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs	<ul style="list-style-type: none"> Oklahoma’s approach to the recruitment, preparation and retention of career and technical education professionals is primarily through professional development and our Learning Management System (LMS). There are four partially federal funded positions with responsibility for various professional development activities for CTE teachers, instructional support personnel, and administrators. ODCTE’s LMS assists with master teacher certification by providing courses in performing, growing, modeling, and leading with future courses to include classroom management, instructional planning and coaching and mentoring to name a few. The LMS is free of charge to all CTE educators. Moodle is provided as a curriculum resource for teachers. We also provide 500 software licenses to STEM-Aerospace teachers for curriculum.
Technical assistance for eligible recipients	<ul style="list-style-type: none"> Funding for High Schools That Work (HSTW) and Technology Centers That Work (TCTW) technical assistance visits. The Technical Assistance Visits (TAV) determines the extent to which a school is implementing key research-based practices and has put into place key conditions that support improved student achievement. During the three-day TAV, a team observes classrooms; reviews school data; and holds in-depth interviews with teachers, administrators, students, and parents. These activities enable the team to identify promising practices, pinpoint priority improvement areas and suggest related actions. After the visit, the school receives a written report summarizing the team’s findings and recommended actions the school can take to address specific priority areas.
Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).	<ul style="list-style-type: none"> One of the primary gaps identified is in the collection of work-based learning data. While each CTE program includes appropriate and sustained work-based learning experiences, a data collection system was implemented in FY21 to begin capturing work-based learning data. Additionally, ODCTE invested in a software system (Connect 2 Business) allowing work-based learning experiences to be thoroughly documented at all levels.
Permissive Uses of Funds Sec. 124(b)	ODCTE Designations and Compliance
Increasing the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate,	<ul style="list-style-type: none"> Funding a Certification Specialist to provide training and resources that will assist CTE teachers, faculty, specialized instructional support personnel, and paraprofessionals with certification.

Oklahoma's Use of Leadership Funds	
Required Uses of Funds Sec. 124(a)(1)	ODCTE Designations and Compliance
including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements.	
Establish statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small business, and parents to facility work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study. Support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and program of study.	<ul style="list-style-type: none"> Funding for a Work-Based Learning Liaison to provide the connection between business/industry and CTE educators. This position focuses on facilitating work-based learning activities for both secondary and post-secondary students. This position is increasingly focused on facilitating apprenticeship opportunities.
Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.	<ul style="list-style-type: none"> Funding an Assessment Specialist position that develops assessments that test competencies and technical skills.
Promote the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers.	<ul style="list-style-type: none"> Funding a career and academic connection coordinator that integrates challenging academic standards through the High Schools That Work and Technology Centers That Work initiatives.
Other State leadership activities that improve career and technical education.	<ul style="list-style-type: none"> Funding for a position to assist students, parents, and educators with navigating okcareerguide, which is an online tool that allows for exploration; assessments; identification of occupations, establishment of education plans, and connection to employers.

2. Implement Career and Technical Education Programs and Programs of Study

Comprehensive local needs assessment process

Oklahoma's CLNA (see Appendix 1) plays a significant role in responding to the questions throughout the application; therefore, to assist with the reviewers' understanding, a quick overview of the CLNA process is reflected in Table 3. ODCTE designed the CLNA template with the purpose of providing as many resources as possible to assist the schools in completing the assessment. Consequently, ODCTE provided the schools with their student performance data as well as statewide and regional workforce data projections. These actions emphasized the focus of creating a user-friendly document with a uniform statewide process.

In the development of the original Perkins V state plan, seven CLNA training sessions were conducted across the state to assist schools in analyzing their data and completing the needs assessment. Training sessions included stakeholder panels of employers, homeless and special population representatives, WIOA One Stop representatives and counselors.

The CLNA asks applicants to evaluate whether their programs meet the definitions/standards of size, scope, quality, high-wage, high-skill and in-demand jobs. This and other CLNA analyses are tied to the local application, thus both documents are submitted for local grant funding.

Oklahoma elected to have schools update their CLNA every two years. Following the federal example, the local application is submitted every four years. Applicants will submit their budget and any grant changes annually.

Table 3 CLNA Steps Overview

CLNA Steps		
Federal Requirements	Data/Information Provided	Data/Information Source
Step One—Student Performance Data	<p>Student performance data is updated yearly and posted to our website at</p> <p>https://oklahoma.gov/careertech/educators/legislation-assistance/perkins/grant-application-information/perkins-v-performance-data.html</p> <p>This link provides data for each secondary and post-secondary indicator by school and statewide. The performance measures definitions and statewide targets are provided as well. Student performance data is updated yearly and made available to all LEAs.</p>	<p>School data reported to ODCTE</p> <ul style="list-style-type: none"> • HS Graduation and academic standards proficiency—school reports to OSDE • Positive Placement – Tech Centers and K-12 reports to ODCTE • Non-Traditional Enrollment - school data submitted to ODCTE • Special Population –school information reported ODCTE • Work-based learning starting with FY21 data collection.
Step Two—Labor Market Alignment	<p>Current and projected workforce needs based on career clusters. To help applicants determine high wage jobs the median wages are included. All data is presented by seven Workforce Oklahoma regions and statewide.</p> <p>https://oklahoma.gov/careertech/educators/legislation-assistance/perkins/grant-application-information/regions.html</p>	<p>EMSI (Economic Modeling Specialist International)—Provides local employment data and analysis. On the program approval level, Standard Occupational Classification (SOC), are used to compliment the career cluster data.)</p>
Step Three—Size, Scope and Quality Definitions	<p>Oklahoma definitions of size, scope, and quality</p>	<p>CareerTech Rules, Chapter 20 Programs and Services 2018 ACTE Quality CTE Program of Study Framework</p>
Step Four—Implementing Programs of Study	<p>19 Program of study standards by:</p> <ul style="list-style-type: none"> • Sequencing and articulation • Engaging instruction • Student career development 	<p>2018 ACTE Quality CTE Program of Study Framework</p>
Step Five—Recruitment, Retention and Staff Training	<p>6 Teacher recruitment, retention and training standards</p>	<p>2018 ACTE Quality CTE Program of Study Framework</p>
Step Six—Conclusions and Action Items	<p>Conclusions and action items, including budget requests to meet action items</p>	<p>Based on Discussion Questions and Key Data Analysis and Discussion Points</p>

Steps one through five are comprised of three common components—a review of data/information, discussion questions/analysis of data and information, and the identification of actions to increase opportunities for

students. In step six, the schools conduct a final analysis of all data to determine their three to five priorities and projected budget needs for the coming two years.

While the CLNA template serves as a needs assessment, it is also a thorough evaluation of programs/programs of study and career pathways receiving Perkins funds. This is especially evident in steps four and five where schools rank their implementation of quality standards identified in the *2018 ACTE Quality CTE Program of Study Framework*.

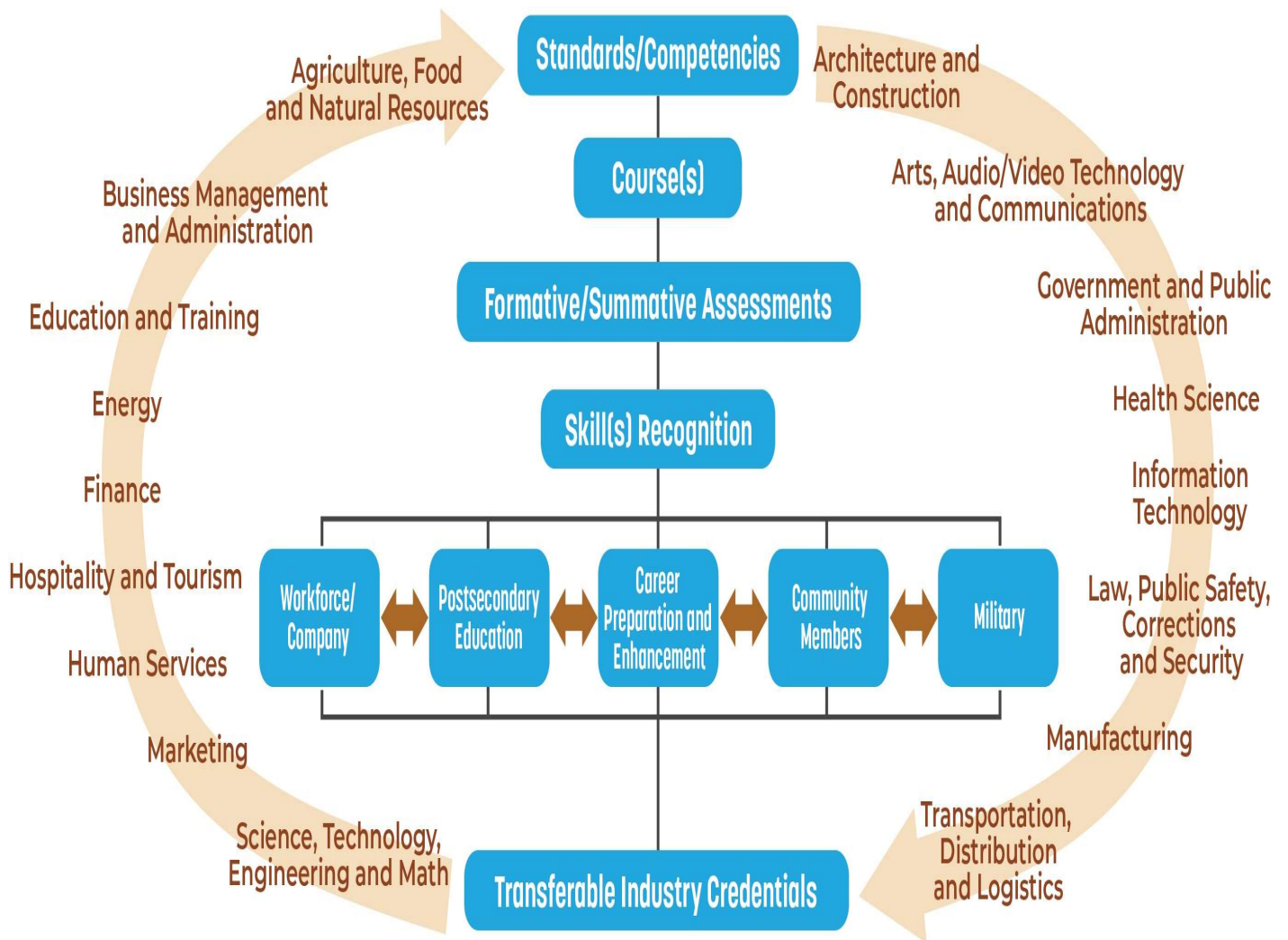
Similarly, numerous local application questions are cross-walked to the CLNA. This is why it is important for the state plan reviewers to have an understanding of the process, as different aspects are included in the following state plan responses.

a) Supported CTE programs and programs of study

The 17 national career clusters serve as the foundation for Oklahoma's instructional framework (see Figure 11). 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 standards/competencies that are included in the courses, programs and programs of study offered in middle and high schools, technology centers and community and state colleges. These elements equip students to be successful in earning industry certifications, and in post-secondary education.

Figure 11 Oklahoma Instructional Framework

Career and Technology Education Instructional Framework



ODCTE provides CTE leadership to the career clusters. We also recognize that the local districts are critical to the implementation of programs and programs of study to meet their regional workforce needs. Step Two of the CLNA, strengthens the local district's ability to implement programs and programs of study that will lead to high-skill and in-demand jobs.²

Schools submit program requests to ODCTE for evaluation to ensure the applicants conduct due diligence in relation to labor market needs and implementing quality standards when developing programs. Content experts conduct subject-related professional development, program visits, evaluations and one-on-one coaching as a means of supporting the programs and improving Oklahoma CTE.

Further assistance is provided through *The Answers* document where there are examples for improving programs of study. See *Figure 12*.

The ODCTE Counseling and Career Development Division (CCD) actively works with all schools to assure and reinforce career guidance is available to all students. Specific staff responsibilities include:

- Advise K-12 and tech center counselors on career development and data literacy
- Provide career and workforce development technical assistance and professional development
- Serve as liaison for entities involved in career and workforce development
- Provide college and career readiness technical assistance and professional development.
- Advise instructors and staff on increasing rigor in CTE programs/courses
- Advise technology center and high school counselors on academic credits, planning and transcript issues
- Create and distribute Career Advisor monthly e-newsletter

Figure 12 Programs of Study Examples and Resources

The Answers to Your Questions—Plus Examples and Definitions

Resources for Programs of Study

OKCareerGuide.org

[Program of Study Template](#)

OKCollegesStart.org

Examples to Improve Programs of Study

1. Offer students the opportunity for early engagement with employers to identify their career interests.
2. Conduct an analysis of which students are and are not passing certifications. Based on the results, consider the following actions.
 - Have the instructors obtain the same certifications as students to assure they know the content.
 - Align instructional content with the knowledge and skills required for the certifications. One method is to have instructors go through the curriculum highlighting the critical knowledge and skills to assure an emphasis is placed on these areas.
 - Model classroom assessments using the same language and testing format that students will encounter in the certification assessments.
3. Engage students in work-based learning.
 - Work with industry to provide alternative work schedules that allow students to schedule transportation on pre-described days rather than every day.
 - Provide students with transportation, i.e., bus passes.
 - Collaborate with businesses to determine the skills and content students will engage in at the workplace.

² **High-wage:** Jobs that pay more than the median wage compared to the regional occupational wage.

High-skill: Jobs that require a high school diploma and postsecondary training/education or high school diploma and intensive on-the-job training such as apprenticeship.

In-demand: An industry sector that has jobs that lead to economic self-sufficiency or opportunities for advancement and contributes to the growth or stability of supporting business and industry sectors.

- Provide statewide professional development and technical assistance to technology centers and high schools.
- Coordinate and support school improvement and innovation.
- Assure students develop the academic knowledge & skills required by students’ career choices.

The division also conducts the following training opportunities:

- Counselors’ Only Conference (in partnership with OSDE)
- New Student Services Academy
- GuidanceFest
- OkCareerGuide Workshop
- First Year Counselor Workshop
- Perkins School Counselor Professional Learning Network

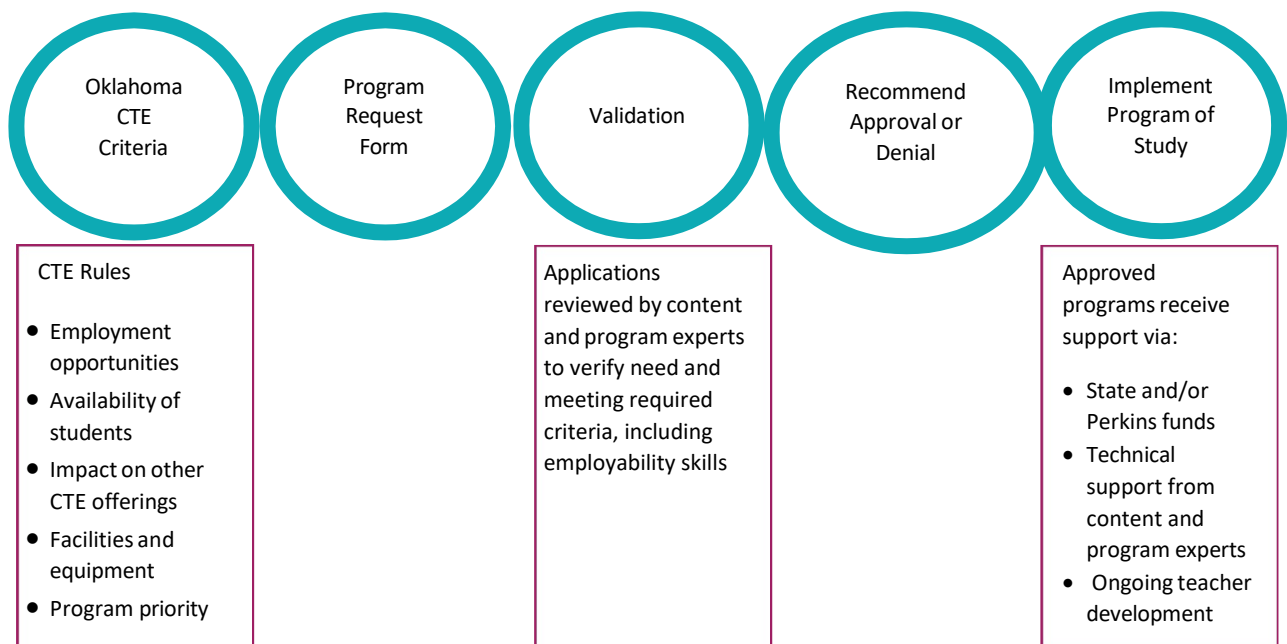
b) Process and criteria for approving locally developed programs and programs of study

Oklahoma has a five-step CTE program approval process. All program approval requests, regardless of funding source, must follow the steps in Figure 13. Schools applying for programs are required to follow Oklahoma CareerTech Rules 780:10-7-3 that require a program to have employment opportunities, availability of students, impact on CTE offerings, facilities and equipment and program priority. All applications are approved by Program Administrators in Agricultural Education; Business, Marketing and Information Technology; Family and Consumer Sciences; Health Careers; Trade and Industrial Education; and STEM. Programs are aligned with national career clusters knowledge and skills, state and national academic standards and industry standards.

It is after programs are approved that they are eligible for Perkins funding.

A program of study is available for all programs; however, Perkins funded programs are required to have one and must complete the CLNA that examines student performance and Oklahoma labor needs. The programs must meet the size, scope and quality requirements and conduct a thorough examination of their programs of study based on quality standards.

Figure 13 Oklahoma Program Approval Process



Each program of study must lead to an industry-recognized license, certificate and/or associate in applied science. Programs of study approved by ODCTE include the following attributes:

- 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.

Program evaluations are conducted every five years at K-12 schools and technology centers.

Table 4 Program Evaluation Process

Standard	Examples of Quality Indicators
1. Leadership and Administration	<ul style="list-style-type: none"> • Administration and school board support
2. Instruction and Training	<ul style="list-style-type: none"> • Course/program information <ul style="list-style-type: none"> --Course syllabi with minimum requirements --Classroom policies and procedures --Academic integration • Learning differences/differentiating instruction • Instructional materials and use of technology <ul style="list-style-type: none"> --Learning/classroom management systems • CTSO aligned with desired student outcomes • CTSO integrated into curriculum • CTSO leadership and community involvement • School year program of work • WBL experiences • Opportunity to earn certifications
3. Support Services	<ul style="list-style-type: none"> • Enrollment meets capacity requirements • Program of study showing 13th and 14th year completion options (evidence of articulation with technology center and colleges) • Career development and enhancement
4. Measurement and Analysis	<ul style="list-style-type: none"> • Reports <ul style="list-style-type: none"> --Salary and teaching --Enrollment --Follow-up • Using approved competency/certification exams
5. Personnel	<ul style="list-style-type: none"> • Teaching certificate • Professional development activities
6. Operations	<ul style="list-style-type: none"> • Facilities condition, size and arrangement • Equipment appropriate quality and quantity for training • Physical accommodations for students with disabilities • Advisory committee • Industry involvement—field trips, guest speakers, mentors, job shadowing, projects, community service, etc. • Safety unit/test

The CareerTech Rules 780:10-7-3-2 (d) outline a process for addressing substandard programs. Programs not meeting the standards or fulfilling the CareerTech Rules are placed on probationary status. A written notification is given delineating the deficiencies and outlining recommended steps for improvement. The

program is reevaluated within one year where successful programs are removed from probation. If the program fails to make improvement, the program may be recommended for closure or reduction in funding.

i. Promote continuous improvement in academic and technical skill attainment

Oklahoma has a four-phase process to promote continuous improvement in academic and technical skill attainment. This process starts with the CLNA, is integrated into the local application, and continues through year-round professional development.

- Phase One** – In step one of the CLNA, applicants are required to review student performance data that include academic and work-based learning to identify gaps between target and actual performance. Additionally, in the CLNA step three, a *quality program* is defined as *programs and/or programs of study where the applicant meets the required Perkins V performance measures*. Again, an evaluation takes place to ensure compliance. Where gaps exist in steps one and three, strategies are developed to close the target and actual performance. In the CLNA step four, the schools evaluate themselves against standards from the *2018 ACTE Quality CTE Program of Study Framework* and identify strategies to reach full implementation with the criterions. Many of the questions in the local application are tied to the CLNA that Oklahoma is requiring as an attachment to the application.
- Phase Two** - The CLNA and local application document *The Answers* lists actions the schools may take to increase their performance measures. See Figure 14.
- Phase Three** - All program evaluations and Oklahoma’s technology center accreditations are based on the principle of continuous improvement. K-12 and technology center programs are evaluated by a team of ODCTE staff and education practitioners with standards reported in *Table 4 Program Evaluation Process*. In the evaluators’ reports, opportunities for improvement are included for each standard as well as the identification of strengths.
- Phase Four** - The local application requires a response to the following question related to districts that are not meeting their performance targets:

Figure 14 Examples to Increase Performance Measures

The Answers to Your Questions—Plus Examples and Definitions

Examples to Increase Performance Measures

1. Provide specific professional development for CTE instructors on teaching strategies that promote the integration of academics into CTE courses.
2. Assist instructors in obtaining appropriate resources or provide professional development training on topics to help diminish barriers to learner success.
3. Offer short-term seminars such as study and organizational skills. Issue special invitations with incentives to students for attending.
4. Foster learning of academic skills by relating real-world applications.

Question: Describe how your organization will address disparities or gaps found in Step One: Student Performance for each of the four plan years, and if no meaningful progress has been achieved prior to

the third program year, a description of the additional actions your organization will take to eliminate those disparities or gaps.

Following is an example of the rubric used to review local applicants’ responses to the above question:

Table 5 Rubric to Assess Performance Gaps Response

Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10	Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8	Needs Technical Assistance: Little or no information to support proposed activities. 4-5	Criteria Not Met 0-3
No disparities or gaps in performance data are present <u>or</u> response lists, by plan year, all areas where improvement is needed along with specific actions that will be taken to eliminate these gaps. Answer should include target area, staff responsible for implementing actions and expected outcomes.	Disparities and gaps correctly identified for each of the plan years. Broad descriptions of actions to be taken are provided for some/all areas. No predicted outcomes or expectations provided.	Partial/incomplete list of performance disparities and gaps provided. Some remedial actions listed but not for all areas of need. Actions listed do not address disparities.	Disparities or gaps not listed. No actions listed to eliminate disparities or gaps. Response lacks depth and detail.

ii. Expand access to career and technical education for special populations

Like the continuous improvement section, expanding CTE access for special populations starts with the CLNA. In step one, student performance data provided by ODCTE includes data for each of the special populations groups and asks applicants to respond to two questions.

- *How are students in Special Populations performing?*
- *Are they performing at the same level as the total students?*

In step four of the CLNA — “Implementing Programs of Study,” statements are given for evaluating student access in programs of study.

- *The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias, inclusive and non-discriminatory.*
- *Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.*
- *Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.*
- *Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements.*
- *Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate.*
- *Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate.*

- *Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations.*

The local application and rubric address student access as follows:

Question: *Describe how your organization will provide equal access for special populations for CTE courses, programs and programs of study.*

Following is an example of the rubric used to review local applicants responses to the above question:

Table 6 Rubric to Assess Responses to Equal Access for Special Populations

Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10	Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8	Needs Technical Assistance: Little or no information to support proposed activities. 4-5	Criteria Not Met 0-3
Response will be detailed in outlining use of IEP and 504 plans. Lists specific examples of how CTE programs provide adaptation, accommodations, and support to ensure accessibility by all students. Special populations have opportunities to observe or participate in CTE prior to enrollment to increase their awareness of program offerings.	Accessibility is ensured through reasonable accommodations to instruction, materials, equipment, and facilities. All students are encouraged to participate in CTE based on their interests. Program, curricula, and instructional materials are delivered in a non-discriminatory manner. May list strategies but not specific examples of modifications for success.	Lack of detail and depth of information on how equal access is provided to members of special populations, how basic accommodations are made to allow participation of special population students and how program offerings are promoted to all students, including special populations, through the enrollment process.	Response would lack depth and detail, no information given on how CTE programs could adapt to special population educational goals.

iii. Employability skills in programs of study

Perkins approved programs, programs of study and career pathways must complete the CLNA that requires an evaluation of the inclusion of employability skills in steps three and four. In step three, the *scope* definition requires that the curriculum:

- Be based on industry-validated technical standards and competencies.
- Incorporate employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette; and
- Is developed with employer input to prepare students for both further education and in-demand and emerging careers.

Applicants are required to indicate on the CLNA whether they meet the scope definition criteria.

Step Four—Implementing Programs of Study lists questions where the applicant uses a scale to evaluate their level of implementation of the following statements. The scale ranges from *not at all achieved* to *fully achieved*.

- The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
- Program and programs of study start with broad foundational knowledge and skills and progress in specificity to build students’ depth of knowledge and skills.

- Career development activities are aligned with relevant national, state and/or local standards.

The local application has two questions related to employability skills along with the rubric used to review the local applicants’ responses to the question:

Question 1 *How will you collaborate with partners to provide career exploration and career development coursework, activities, or services?*

Table 7 Rubric to Assess Collaboration with Partners

<p>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section. 9-10</p>	<p>Meets Expectation: The application provides adequate evidence to support proposed activities. 6-8</p>	<p>Needs Technical Assistance: Little or no information to support proposed activities. 4-5</p>	<p>Criteria Not Met 0-3</p>
<p>Exemplary response would describe strategies and activities developed in coordination with the network members. Answer should provide specific network members, may include information on frequency of meetings. Response should cover how the recipient is using the network to help develop more internship, job shadowing and industry tours opportunities for their students.</p>	<p>Meets response would describe possible strategies and activities developed in coordination with the network members. Answer may provide member information, frequency of meetings, or other logistical information. Response could detail work to develop the network if it is non-existent or in beginning phase of development, if so it should site clear goals and timeline.</p>	<p>Few details are provided, a clearly defined network is not evident or has not started development. Response lacks depth and detail.</p>	<p>No network is discussed. Response lacks depth and detail.</p>

Question 2 Describe how you will strengthen and provide challenging academic and technical content that result in a well-rounded education.

Table 8 Rubric to Assess Challenging Academic and Technical Content

<p>Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.</p> <p>9-10</p>	<p>Meets Expectation: The application provides adequate evidence to support proposed activities.</p> <p>6-8</p>	<p>Needs Technical Assistance: Little or no information to support proposed activities.</p> <p>4-5</p>	<p>Criteria Not Met</p> <p>0-3</p>
<p>Exemplary response would describe strategies and activities developed in coordination with the network members. Answer should provide specific network members, may include information on frequency of meetings. Response should cover how the recipient is using the network to help develop more internship, job shadowing and industry tours opportunities for their students.</p>	<p>Meets response would describe possible strategies and activities developed in coordination with the network members. Answer may provide member information, frequency of meetings, or other logistical information. Response could detail work to develop the network if it is non-existent or in beginning phase of development, if so it should site clear goals and timeline.</p>	<p>Few details are provided, a clearly defined network is not evident or has not started development. Response lacks depth and detail.</p>	<p>No network is discussed. Response lacks depth and detail.</p>

c. Programs of Study and Career Pathways

i. Making information available

ODCTE’s commitment to informing students, parents, and educators about programs of study and career pathways that align with Oklahoma’s workforce needs is demonstrated through strategic plan career awareness goal.

- *Expand Galaxy, OKCareerGuide, and Journey to be the foundation for career awareness and planning for students, parents, educators, and business and industry.* (CareerTech Strategic Plan 2023 – 2028, Goal 3, Objective 3.1)
- *Increase students’ opportunities to engage with business and industry through job shadowing, work-based learning, CareerTech Student Organizations, and career exploration opportunities.* (CareerTech Strategic Plan 2023 – 2028, Goal 3, Objective 3.2)

The primary source for marketing CTE across Oklahoma is the ODCTE Communications and Marketing Division. The division collaborates with Educational Services (state program divisions), the Counseling and Career Development Division and 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 K-12 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 fifth-through 12th-grade students, counselors, parents, adults and companies. All marketing material is written in age-appropriate language.

Specific examples of marketing tools include the following:

- Career Program Guide—a matrix listing all programs at technology centers
- Student, parent, educator, and business pocket guides.
- ODCTE staff presentations throughout the state at regional events and the annual Counselors Only Conference in conjunction with the Oklahoma Department of Education.
- Career Program Guide 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 Education and Family Literacy. These brochures are distributed annually to school counselors throughout the state.
- OKcareerguide.org is an ODCTE resource used by K-12 and technology centers that is highly useful for both parents and students. 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.

ii. Collaboration among recipients in program and program of study development

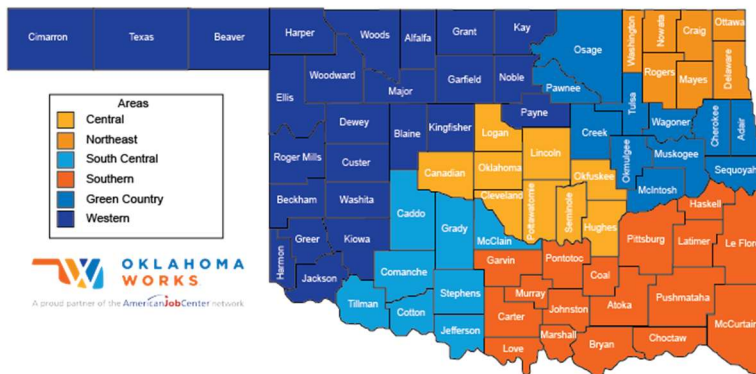
While ODCTE encourages collaboration among Perkins recipients, a stronger statewide emphasis, regardless of funding source, is emphasized with the K-12 districts, technology centers and colleges in program/program of study development. Schools that are members of the Southern Regional Education Board (SREB) Tech Centers That Work (TCTW) and High Schools That Work (HSTW) put a priority on school members working in collaboration during program/program of study development. Following a similar pattern, Perkins recipients are required to demonstrate secondary/postsecondary collaboration in developing programs of study. Meeting agendas and minutes are used to show due diligence in this area.

The CLNA is a tool to support collaboration for Perkins program and programs of study development. Before starting and throughout the needs assessment, applicants are required to gain stakeholder input that includes secondary through postsecondary participants. Local applicants were encouraged to bring teams representing their stakeholders to the CLNA training sessions. During the CLNA training and working with their teams, the participants shared their local activities with all participants thus providing a collaboration of shared ideas.

iii. Use of labor market data for program of study development

As discussed in Figure 13, all program requests are required to include a review of workforce data/needs. In the CLNA step two, “Labor Market Alignment,” Oklahoma provides current and 5- and 10-year projected labor market data categorized by the 17 career clusters. The database is used by all Oklahoma workforce agencies.

Figure 15 2023 Workforce Development Areas



To assist the applicants in determining local/regional workforce needs, the state data is reported based on the seven Workforce Oklahoma regions (Figure 15). An example of the Agriculture and Architecture Career Cluster is in Table 9.

Table 9 Labor Market Data Example

Example of Labor Market Data by Tulsa Region and Career Clusters					
Career Cluster		Current Employment	Total New Employee 2029 Forecast	Total New Employee 2033 Forecast	Median Pay Per Hour
Agriculture, Food and Natural Resources	Tulsa Region	5,162	5,833	6,017	\$21.85
	Statewide	38,488	41,491	42,411	\$21.27
Architecture and Construction	Tulsa Region	32,317	32,611	32,385	\$25.79
	Statewide	144,654	150,356	151,285	\$24.54

Applicants review several questions to assist in the data analysis process.

- *What occupations are projected to experience the most growth in the region and/or state?*
- *What occupations will experience the least growth in the region and/or state?*
- *What program adjustments, if any, are necessary to address occupational growth in the region or state?*
- *What program adjustments, if any, are necessary to address slow or no growth in the region or state?*
- *Do the programs in the career cluster lead to high wages, high skills and/or in-demand jobs?*
- *What technical and soft job skills are your stakeholders seeking in employees?*

After discussing the questions, the applicants are asked to *list actions to increase opportunities for students*. Oklahoma applicants must attach their CLNA to the local application. While the CLNA is not scored through the rubric, it serves as a source for local application reviewers to assure alignment of programs and labor market data.

iv. Equal access

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

- Rules for Technology and Career Education that specify civil rights compliance. To receive federal funds, local administrators must comply with all civil rights procedures and prohibitions.
- Civil Rights Officer who audits at-risk high schools, technology centers and two-year colleges.
- CLNA requires applicants to evaluate their progress implementing student access in programs of study standards. The evaluation scale ranges from not at all to fully implemented.
 - The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias and non-discriminatory.
 - Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
 - Career guidance is offered to all potential and current program of study participants in a manner that is free from bias and non-discriminatory.
 - Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements.
 - Curriculum, instruction, materials and assessments are free from bias and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate.

- Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate.
- Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations.
- Local Application Questions that require applicants to describe how they will address special populations
 - Describe how your organization will provide activities to prepare special populations for high-skill, high-wage and in-demand occupations that lead to self-sufficiency.
 - Describe how your organization will provide equal access for special populations for CTE courses, programs, and programs of study.
- Disability Services Specialist who provides:
 - Marketing and informational material for special populations
 - Training to K-12 schools and technology centers on disabilities, FERPA, and IEP involvement
 - Partners with and meets quarterly with Oklahoma Department of Education and Vocational Rehabilitation colleagues to align activities serving special populations
- Student & Organizational Support Specialist who provides:
 - Proactive development and implements plans, programs and activities that educate and motivate agency staff and the CareerTech community to promote and serve non-traditional students and students that identify with other special populations groups.
- 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
- The Answers—Plus Examples and Definitions, which gives examples of ways to increase special population participation (Figure 16)
- Perkins funding to assist students taking program and industry certifications

Figure 16 Examples to Increase Special Population Participation

The Answers to Your Questions—Plus Examples and Definitions

Examples to Increase Special Populations Participation

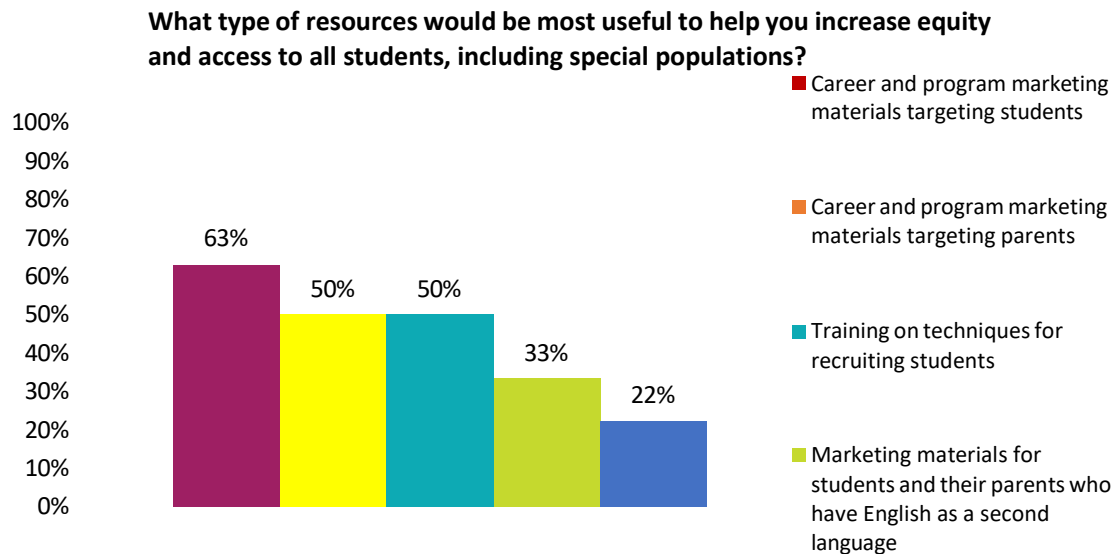
1. Use marketing materials that feature special populations in the pictures/graphics.
2. Review entrance qualifications and eliminate anything that prevents students from enrolling in programs.
3. Hold celebrations for special population student successes such as a *breaking traditions* award.
4. Have special population students serve as tour guides during eight-grade and sophomore student tours.
5. Identify ways to build a safe and supportive environment for these students.
6. Connect special population students and their families with supportive community resources.
7. Determine availability of vital support services, including child care, transportation, preparatory training, and support groups for subpopulations that qualify.
8. Arrange workplace experiences in at least one nontraditional occupation as part of an academic and/or CTE class.
9. Develop a buddy system in which a graduating special population student acts as a “big brother” or “sister” to an incoming special population student.

ODCTE is continually designing special population informational tools to increase the knowledge and understanding of educators, parents, and student. Examples include:

- English Language Learners, Strategies for Improving CareerTech Instruction
- Disability Reference Guide for Technology Centers
- Postsecondary Education for a Child with a Disability, Parent Guide
- Transition to Postsecondary Education, Student with Disability Guide and Career Development Checklist
- Postsecondary Accommodation Guide
- What are the Responsibilities of Career and Technology Education Personnel?
- Disability Guide for Career and Technology Teachers, Educating Students with Disabilities
- Special Populations Resource Guide—This is a booklet with a chapter for each special populations category. Topics covered include
 - Categories of disabilities
 - Definitions/terms
 - Facts and questions
 - Grant resources
 - Recruitment resources
 - Tips to build, recruit and support nontraditional career pathways
 - Myths about special populations
 - Examples for supporting special populations, and
 - Federal acts supporting special populations.

As a component of stakeholder input, CTE educators were surveyed with a question to identify the types of resources they need to increase equity and access. Based on the results, the Communications and Marketing Division will design materials targeting students and their parents. Likewise, Oklahoma’s Spanish speaking population continues to grow; thus, materials will be developed in Spanish.

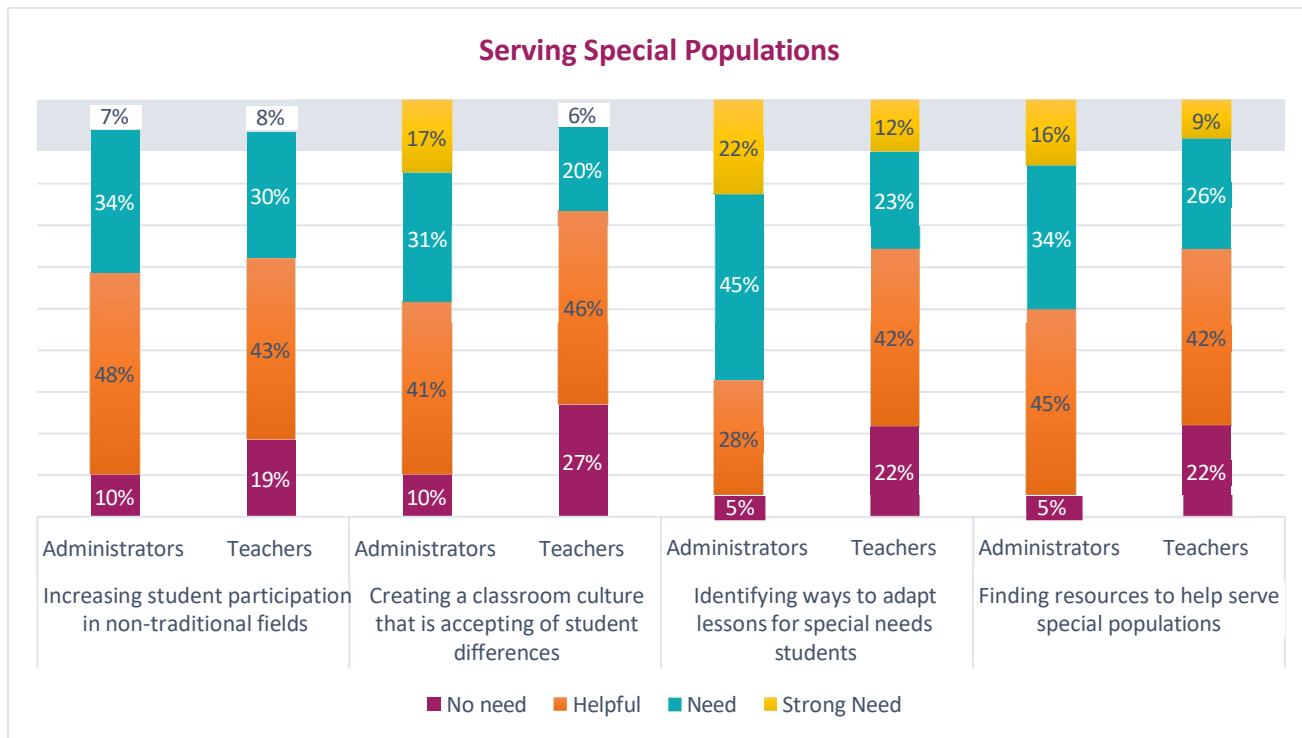
Figure 17 Access and Equity Resources



A second survey addressed professional development needs for instructors in terms of special populations. Figure 18 PD Needs for Serving Special Populations reports the total results—reports of program specific data

are posted online for schools to download. ODCTE program administrators and the Professional Development Division will provide training in response to the results.

Figure 18 PD Needs for Serving Special Populations



v. Coordinate with state board for career pathways

The CTE State Director provides leadership in development of career pathways as a member of the Governor’s Council for Workforce and Economic Development known as the Governor’s Council. The mission of the Governor’s Council is to assist the Governor in development, recommendation, implementation, and impact assessment of wealth-generating policies and programs within the workforce system and consistent with the WIOA State Plan and the functions of the State Workforce Development Board as required by WIOA.

The Governor’s Council purpose is to:

- *Guide the development of a comprehensive and coordinated workforce development system for the state and monitor its operation.*
- *Review and make recommendations that will align the workforce system, including education, with the economic goals of the state for the purpose of creating workforce and economic development systems that are integrated and shall provide Oklahoma a competitive advantage in a global community.* (Governor’s Council Bylaws, Section 2.01)

Two ODCTE staff, Federal Legislation Manager and Adult Education and Family Literacy (AEFL) Specialist, give additional insight and coordination as members of the Career Pathways Committees. This group makes recommendations, informs, coordinates, and facilitates statewide efforts to improve exposure to high-demand career and entrepreneurship opportunities. They also develop industry sector strategies in state and regional ecosystems to

ensure education and training are delivering the skills needed by employers. The committee's specific goals and objectives are:

- Create a plan for Career Pathways efforts to be based on industry sectors within Oklahoma's state and regional ecosystems.
- Establish strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development activities, education, and supportive services to enter or retain employment.
- Create and use Career Pathways approaches to increase the proportion of low-skill learners who ultimately earn a degree or certificate.
- Increase high school graduation rates – decrease high school dropout rates.
- Increase the percentage of Oklahoma workers with a recognized postsecondary credential (a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal government, or an associate or baccalaureate degree).
- Reinforce the alignment with Registered Apprenticeship for earn-and-learn opportunities.
- Use performance data to demonstrate progress and impact, thereby supporting partner buy-in and reinforcing continued engagement over time.
- Make Career Pathways part of the Board certification process.
- Introduce employers and educators to the value of partnering by describing best practices and success stories.
- Develop or research pilots and models.

vi. Collaboration among secondary, postsecondary and employers

Oklahoma's strategic plan goal 2 is the umbrella for business/educational partnerships. *Collaborate with employers and educational partners to expand economic and development opportunities and improve educational experiences for students.*

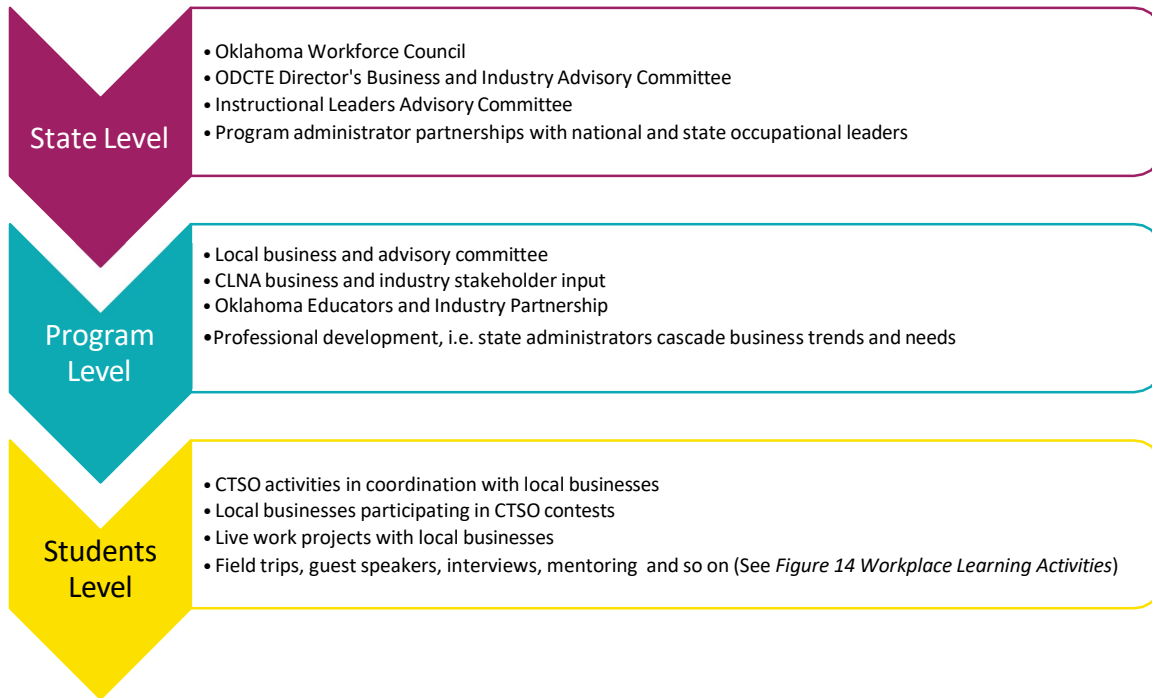
Three objectives support the goal:

- Enhance Oklahoma education/industry partnerships to expand awareness among all stakeholders and develop Oklahoma's workforce,
- Nurturing business growth through coaching, information services, and training; and
- Identify and implement additional student work-based learning opportunities.

ODCTE collaborates with their educational partners at three levels—1. State, 2. Program, and 3. Students (Figure 19).

The ODCTE Director leads the charge in creating meaningful collaboration between CTE educators and business and industry. It is achieved through a variety of methods starting at the state level where the state director interacts with employers through the Business Advisory Committee and serves on the Governor's Council that is a team of educators and workforce development agencies who focus on workforce development needs.

Figure 19 Partnership Collaboration



On the next level, program administrators and other ODCTE divisions collaborate with groups on the national and state level to identify industry trends and needs, for example, new industries within a program area, technological progress in equipment and/or business processes, and employment projections. The information is cascaded to school administrators and teachers through newsletters, professional development, and emails.

Figure 20 is a specific example where the Counseling and Career Development Division developed a document exhibiting work-based learning activities to assist counselors in understanding the link between ICAP and work-based learning.

Figure 20 Work-Based Learning Activities

		WORK BASED LEARNING ACTIVITIES	GRADE LEVEL								
		Completion Criteria	6	7	8	9	10	11	12	13	
WBL Exploration	WBL Awareness	Tours / Field Trips	✓	✓	✓	✓	✓				
		Guest Speakers	✓	✓	✓	✓					
		Career Exploration Day / Fairs			✓	✓	✓				
	WBL Exploration	WBL Exploration	Interviews			✓	✓	✓			
			Mentoring		✓	✓	✓	✓	✓		
			Service Learning / Research Papers	✓	✓	✓	✓	✓	✓	✓	
			Community Service / Volunteer	✓	✓	✓	✓	✓	✓	✓	✓

WBL Preparation	CareerTech program of study [PBL, Co-Op, Clinical, etc.]				✓	✓	✓	✓	✓
	Pre-Apprenticeship / Youth Apprenticeship					✓	✓	✓	✓
	Job Shadow			✓	✓	✓			
	Internship						✓	✓	
	Apprenticeship							✓	✓
	On-the-Job Training							✓	✓
	Employee Development							✓	✓

Locally, the schools are encouraged to collaborate with business and industry through a variety of ways, including the requirement that all programs have an advisory committee.

Each full-time CareerTech program must have an occupational advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training. (CareerTech Rules Chapter 20 Programs and Services 780:20-3-1)

Recognizing the power of the student’s voice in marketing programs to other students, program administrators encourage the instructors to include a student in their advisory committee so that they can share what they hear with their friends.

Additional local collaboration occurs through the CLNA business and industry stakeholder input in step two “Labor Market Alignment”.

Each summer, educators across the state (378 in 2023) participate in Oklahoma Education & Industry Partnerships, where a pipeline is created for collaboration between educators and industry leaders through industry tours, industry/education speakers and education workshops.

Students also collaborate directly with local businesses and industries through their CTSO activities, live work projects, field trips, etc. as shown in Figure 20.

vii. Improve outcomes and reduce performance gaps

ODCTE takes numerous proactive actions to limit state and local district performance gaps. Similarly, for the gaps that do occur, the agency has processes in place to address and reduce them. Proactive steps include completing the CLNA and professional development.

- CLNA steps one – five require a data and/or information analysis of program/program of study components. The last question for each step asks districts to identify actions they will take to address gaps identified in the analysis. While all CLNA steps contribute to performance, Step One Student Performance is a review of the required Perkins V performance measures including a breakout by special populations.
- In the section “Student Performance Review” of *The Answers*, examples are given to increase performance measures and special population participation at the local level.

- ODCTE’s Professional Development Division and the Educational Services Divisions provide training that targets developing quality programs and programs of study.
- In terms of addressing student performance gaps, two staff—Student & Organizational Success and Disability Specialists—conduct professional development that includes techniques and actions that can reduce gaps.

Processes for addressing performance gaps are comprised of local application questions, Perkins local and state data review, and Perkins monitoring.

- The local application includes a request for applicants to *Describe how your organization will address disparities or gaps found in Step One— Student Performance for each of the four plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions your organization will take to eliminate those disparities.*
- Perkins staff review the five performance levels annually to identify gaps between actual and target data. The analysis includes special population performance. Where specific gaps appear, technical assistance is given in the forms of one-on-one consultation, professional development along with CLNA and local application training. Where gaps appear in the special populations, the content specialists will assist devising a plan to address them.
- The Perkins monitoring process is another resource for identifying and addressing performance gaps. Following the Code of Federal Regulations, an at-risk assessment is conducted, and high-risk districts participate in an on-site monitoring visit. The final monitoring report includes recommendations for improvement that ultimately help reduce performance gaps.

Figure 21 Examples to Increase Performance Measures

The Answers to Your Questions—Plus Examples and Definitions

Examples to Increase Performance Measures

1. Provide specific professional development for CTE instructors on teaching strategies that promote the integration of academics into CTE courses.
2. Assist instructors in obtaining appropriate resources or provide professional development training on topics to help diminish barriers to learner success.
3. Offer short-term seminars such as study and organizational skills. Issue special invitations with incentives to students for attending.
4. Foster learning of academic skills by relating real-world applications

d. Opportunity for Dual or 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 10 Dual or Concurrent Enrollment or Transfer Credit

Contractual Arrangements	Prior Learning Assessments	Transfer Credit
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.	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 toward requirements for an institution’s technical degree.	The Higher Learning Commission requires institutions to have a clear policy on transfer credit. The State Regents’ policy provides guidelines for institutional policy development.
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.	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.	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.
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.	HLC requires 25% of degree requirements to come from resident credit earned at the awarding institution.	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.
At the successful completion of the contractual technical course at the technology center, the course is transcribed by the institution as resident credit at the end of the term earned.	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.	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.

e. Involvement in planning, development, implementation, and evaluation of CTE programs

ODCTE achieves its success through collaboration with partners such as parents, students, academic and CTE teachers, administrators, counselors, and representatives of business and industry. Involvement occurs at all stages of CTE programs—planning and development, implementation, and evaluation.

Keeping in mind that most program development is at the local level, the parents give input through satisfaction and program-related surveys, including input to new programs and serving on program advisory committees. A part of the technology center accreditation process includes parental interviews.

Student input into program development takes place through inquiry surveys about potential new courses as well as feedback from student program evaluations. Likewise, students are interviewed during the Agency program evaluations and technology center accreditation.

Career guidance and academic counselors serve as a cornerstone of career and technology education programs. At the state level the Counseling and Career Development Division involves counselor input through creation and distribution of career development products, quality professional development training, and providing technical assistance and leadership. Locally, counselors work actively with students, parents, teachers, and administration to create student success in programs.

Oklahoma has a significant Indian population, where 39 tribes call the state their home. In southeast Oklahoma, the Choctaw Nation is one of the largest employers. Across the state, the tribes participate in program activities as members of advisory committees, attending superintendent's meetings, providing funding for students that leads to certifications.

State and local business and industry play a key role in program development. At the state level, the Director garners input from the Business and Industry Council he meets with, through serving on the of the Governor's Council, and the many individual business partners he meets with. Locally, the schools actively engage with business and industry where they provide insight to their needs via advisory committees, surveys, and meetings with administration and superintendents. During the five-year accreditation process, local business participates in interviews to evaluate program offerings.

Since the majority of programs development takes place at the local level, administration, faculty, and staff are involved in the process.

f. Local application template

See Appendix 2

g. CLNA template

See Appendix 1

h. Size, Scope and Quality

Table 11 Size, Scope and Quality Definitions

Size: The evidence that demonstrates that facilities, equipment, class enrollment and programs of study allow the program to address all student-learning outcomes. Specific details are outlined below and in the CareerTech Rules, Chapter 20 Programs and Services.							
Size	Facilities		Local education agency shall provide CareerTech programs with facilities to assure safe and orderly quality instruction to meet each program’s objectives for high-skill, high wage or in-demand occupations accessible to all students.				
	Equipment		Local education agency is responsible for providing industry-recognized equipment and supplies that meet or exceed appropriate federal, state and local standards to support the program and ensure quality.				
	Maximum enrollment per class	Agricultural Education	Business Marketing and Information Technology	Family and Consumer Sciences	Health Careers	Science, Technology, Engineering and Mathematics	Trade and Industrial Education
		25— Classroom 15— Mechanics and Horticulture	25 at ratio of 1 per work station	24—Classroom 20—Laboratory	10 minimum-18 K-12 max Tech Center 18 lock step high school 15 high school student centered Adult only min 8/max 12 or as per clinical space, accrediting bodies, equipment/class room supplies etc.	24	20 All programs except cosmetology 22—Cosmetology

Scope The curricular expectations of each program/program of study in terms of curriculum content, sequencing and articulation, and work-based learning. Specific details are included in the below table.		
Scope	Curriculum	<ul style="list-style-type: none"> • Curriculum is based on industry-validated technical standards and competencies. • Curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. • Curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.
	Work-Based Learning	<ul style="list-style-type: none"> • Work-based learning experiences develop and reinforce relevant national, state and/or local standards

Quality	Quality Programs and/or programs of study where the applicant meets the required Perkins V performance measures.	
	<p>Programs and/or programs of study where the applicant meets the required Perkins V levels of performance. (See Student Performance Data Section)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Secondary</p> <ul style="list-style-type: none"> High school graduation Academic standards proficiency Positive placement Program Quality Non-traditional enrollment </td> <td style="width: 50%; vertical-align: top;"> <p>Postsecondary</p> <ul style="list-style-type: none"> --Post-program placement --Earned recognized postsecondary credential --Non-traditional program placement </td> </tr> </table>	<p>Secondary</p> <ul style="list-style-type: none"> High school graduation Academic standards proficiency Positive placement Program Quality Non-traditional enrollment
<p>Secondary</p> <ul style="list-style-type: none"> High school graduation Academic standards proficiency Positive placement Program Quality Non-traditional enrollment 	<p>Postsecondary</p> <ul style="list-style-type: none"> --Post-program placement --Earned recognized postsecondary credential --Non-traditional program placement 	

3. Meeting the Needs of Special Populations

Oklahoma’s processes for meeting the needs of special populations are addressed in 2(a)(ii) Expand access to career and technical education for special populations and 2(a)(iv) Equal access. Those responses comprehensively answer questions 3(a)(i-v).

ODCTE’S staff participate with several communities and collaborate with community partners to increase support for high-skill, high-wage, and in-demand occupations for special populations. Community partners include:

- Oklahoma State Department of Education (OSDE)
- ABLE Tech
- Special Education Resolution Center (SERC)
- Oklahoma Directors of Special Services (ODSS)
- Oklahoma State Regents for Higher Education (OSRHE)
- Oklahoma Transition Council (OTC)
- Oklahoma Pre-Employment Transition Services (Pre-ETS)
- OkACTE -Division of Education Services Special Populations (ESSP)
- Oklahoma Department of Rehabilitation Services (DRS)
- University of Oklahoma National Center for Disability Education Training (NCDET)
- Autism Foundation of Oklahoma (AFO) Workforce Development Committee
- National Resource Center for Youth Services – University of Oklahoma Outreach
- Oklahoma Inclusive Post-Secondary Education (OKIPSE) Alliance
- Oklahoma State University – Center for Family Resilience
- Oklahoma Department of Health
- Oklahoma Department of Mental Health and Substance Abuse
- Potts Family Foundation
- Supported Employment for Transition Age Youth Policy Academy
- Family and Consumer Sciences Advisory Committee
- ODCTE Accreditation Advisory Committee
- Alternate Diploma Committees
- Oklahoma Summit
- For Counselors Only

ODCTE's Counseling and Career Development Division's web page includes many resources to support special populations and educators that work with special populations, including:

- Resources for Businesses
 - Employer Assistance & Resource Network on Disability Inclusion
- Resources for Parents
 - Postsecondary Education For A Child with A Disability Parent Guide
 - Oklahoma Parents Center
 - Special Education Resolution Center (SERC)
- Resources for Students
 - Transition to Postsecondary Education Student with Disability Guide & Career Development Checklist
 - Postsecondary Accommodation Guide
 - Office of Special Education and Rehabilitation Services: A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
 - Oklahoma ABLE Tech
 - Bookshare
 - U.S. Department of Labor, Disability Resources
 - Casy Cundiff Scholarship
- Resources for CTE Counselors, Teachers & Instructors
 - Supporting CTE Special Populations Grant Application
 - Office of Special Education Programs Technical Assistance Network
 - OkACTE – Education Services-Special Populations Division (ESSP)
 - Strategies for Special Population Success: Practical Tips and Tools for Educators
 - Special Populations Resource Guide
 - Disability Reference Guide For Technology Centers
 - CareerTech FAQ Regarding Students with Disabilities
 - Discipline Removal of CTE Students with Disabilities
 - Categories of Disability under IDEA
 - IEP Participation Questionnaire
 - Section 504 Accommodation Plan
 - Educational Interpreter Registry (OSDE)
 - English Learners – Strategies for Improving CareerTech Instruction
 - Skill Building Flyer
- Legislation links
 - Individuals with Disabilities Act (IDEA)
 - Section 504 of the Rehabilitation Act
 - Section 508 of the Rehabilitation Act
 - The Americans with Disabilities Act (ADA)
- Professional Development
 - ODCTE has a web-based professional development, Oklahoma Master Educator, that instructors and staff could access at their convenience.
 - Accessibility for Web Design
 - FERPA – Family Educational Rights & Privacy Act
 - Supporting Students with Mental Illness
 - Teaching Techniques: Making Accessible Learning
 - Increasing Accessibility & Fostering Inclusive Classrooms with Microsoft

- Accessibility for Web Design
- WordPress: Accessibility
- Using Accessibility to Improve SEO
- EPUB Accessibility Using InDesign
- iOS App Development: Accessibility
- Android App Development: Accessibility
- Creating Accessible PDFs
- Acrobat DC: Creating Accessible PDFs (2015)
- Accessible Video: Caption, Search, and Compliance Strategies

Professional development is provided to new and experienced educators that include topics, such as:

- Special Populations Best Practices
- Special Populations Statewide Networking
- Professional Development Training for New Teachers – Emphasis Special Populations.
- Special Populations, Mental Health, and the Workforce: Tying It All Together
- Special Populations in CTSO's
- Recruiting and Retaining Underrepresented and Diverse Students
- Interim Study: Workforce Development and Students with a Disability: Vocational Rehabilitation in Rural and Urban Schools
- Support for Varied Student Learning Needs
- IEP'S, 504'S, and Confidentiality
- Mental Health Strategies for Special Populations
- Strategies to Support EL Students
- How to Utilize OKCareerGuide

4. Preparing Teachers and Faculty

ODCTE has a comprehensive staff who work continually to support recruitment and preparation of teachers, administrators and other CTE staff. Specific activities are listed in *Table 12*. On the macro level, six occupational divisions provide direction on new trends/initiatives and training in skill content areas with all instructors. Additionally,

- New teachers receive training targeting their first- and second year needs along with individual coaching meetings.
- The Counseling and Career Development Division puts a focus on counselors, special populations, and special education.

- Staff in the Professional Development Division ensure that training takes place at all levels of CTE including school finance employees, developing administrator/leadership competencies and instructional skills through a variety of methods, including the CareerTech Master Educator, which is a professional development management system.
- Along with professional development, school administrative staff receive support through a variety of sources, including monthly superintendent meetings.

Table 12 CTE Preparation and Support Activities

Specific CTE Preparation and Support Activities				
Activity	Teachers	Faculty	Administrators Including Principals	Specialized Instruction Support Personnel and Para Professionals
Recruitment, Preparation and Professional Development				
1. Approximately \$453,000 annually in scholarship funds for individuals seeking teacher and administrator certification	X		X	
2. New Teacher Institute—1-year training, coaching and mentoring of new teachers	X			
3. Teacher Induction—New teachers are paired with mentors and coaches for school year	X			
4. New teacher visits by program content experts	X			
5. Continuing teacher academy bi-annually	X	X	X	X
6. Institutional Coaching Training	X	X	X	X
7. Summer Conference—2 full days of professional development	X	X	X	X
8. Teacher training by content area Agricultural Education Business/Marketing and Information Technology Family & Consumer Sciences Health STEM Trade and Industrial Education	X	X		X
9. Master Educator—online professional development platform for all CTE system staff	X	X	X	X
10. SREB: Tech Centers That Work	X		X	X
11. SREB: High Schools That Work	X		X	X
Leadership Development				
TechCAP—training for administrators who aspire to be superintendents			X	
TechCent\$—PD for financial staff		X		
CareerTech Women In Leadership—training in leadership skills	X	X	X	X
Leadership Support				
Technology center monthly superintendents meeting			X	
Instructional Leaders bi-annual meetings			X	
Local Directors’ bi-annual meetings			X	
Special Populations				
First-Year Counselor Conference				X
Counselors Only Conference K-12				X

Along with the items listed in *Table 12*, Oklahoma is actively exploring and implementing new ways to recruit and prepare teachers. In terms of teaching certificates, the legislature approved House Bill 3025 that provides

for a technology center certificate. Individuals who have an associate degree and complete additional requirements are eligible for the certificate.

ODCTE works with universities to provide teacher educator training in a timelier and more flexible format. While Oklahoma will continue to seek out more preparation options, all of the activities address the stakeholder input for a more flexible teacher educator system.

In another step to provide flexible PD, the agency is offering free statewide CTE training through an online professional development management system. CareerTech’s Master Educator is designed to inspire continuous learning through a variety of online courses, while also giving individuals the opportunity to track and manage their personal professional development. Course topics range from instructional strategies and classroom management to coaching skills and avoiding burnout. There are also have over 7000 courses from LinkedIn Learning. By participating in the CareerTech Master Educator program, participants can earn professional development hours that may assist with certification and enhance professional abilities.

The agency also took a significant step to assist individuals seeking their administrator’s certification. Eligibility policies for the ODCTE Lottery Scholarship application includes courses for administrator certifications.

In response to stakeholder input, the ODCTE Professional Development Division is analyzing the stakeholder surveys results, town hall input, and all other forms of input to expand PD options that ensure stakeholder needs are met. This will include a strong focus on techniques to raise performance in non-traditional participation, best practices in work-based learning, teaching soft skills in the classroom, and integrating academic and technical education. Additionally, the division is also reviewing technology center accreditation to identify PD needs. Accreditation categories include leadership and administration, instruction and training, support services, personnel, measurement and analysis, and operations.

Figure 22 Academic and Technical Skill Integration

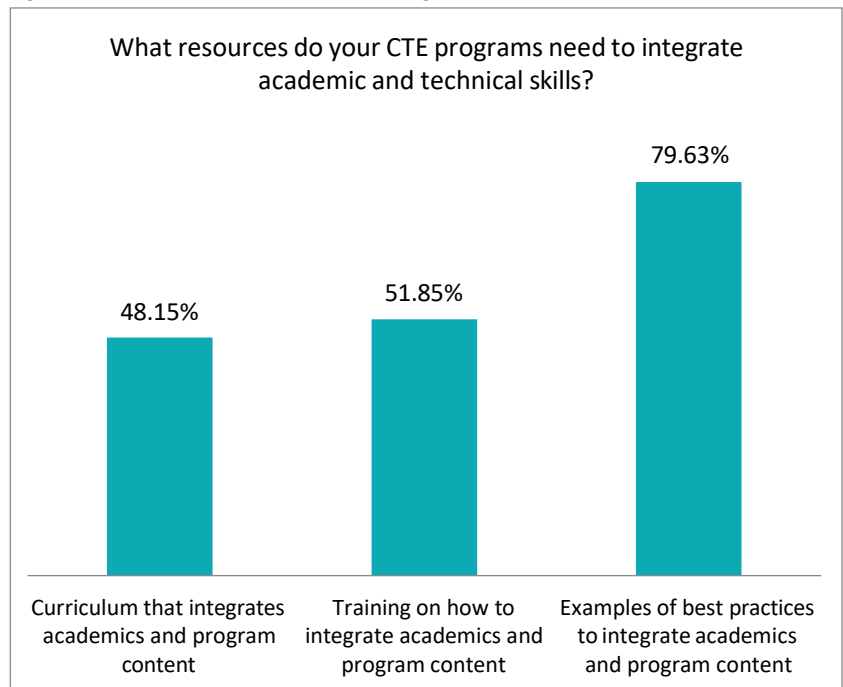


Figure 23 Teacher Recruitment, Retention and Professional Development Examples

The Answers to Your Questions—Plus Examples and Definitions

Examples for Teacher Recruitment

1. Implement a succession plan by identifying potential openings due to future retirements.
2. Work with advisory boards to start identifying potential teachers before it is critical. i.e. someone who is leaving the career field and would want to enter the classroom.
3. Use the Chamber of Commerce and other public meetings to market for future teachers.

Examples for Teacher Retention

4. Provide support for new teachers through teacher development activities offered by the Oklahoma Department of CareerTech.
 - Teacher Academy—one day instructional training offered in the fall and spring semesters
 - Teacher Institute—Rigorous teacher development program for teachers in classroom management and assessment as well as instructional strategies and planning.
 - Teacher Induction—Coaches and mentors are assigned to give support to teachers throughout the year.
5. Implement a district-wide mentor program that connects teachers with a lifeline to help with planning and student assessment

Examples of Professional Development

1. Make sure teachers have time to attend professional development activities including events associated with their specific career cluster area.
2. Have seasoned instructors train those with three or fewer years of teaching experience.
3. Provide training in
 - Skills development to integrate academic content into the career cluster area with a focus on writing in a manner that reflects the industry, i.e in health programs, write a chart for the patient rather than asking the student to write an essay. Provide similar training to integrate mathematics.
 - Designing project-based lessons.
 - Understanding how students learn
 - Effective instructional strategies
 - Strategies for improving student academic and technical achievement
 - Techniques for teaching special populations
4. Identify and/or provide instructors with resources on learning styles and information on maximizing student's strengths.
5. Conduct professional development activities related to the individual needs of special population students for instructors, instructional assistants, mentors, tutors, counselors and administrators.
6. Conduct professional development activities in areas such as work-based learning, academic integration, interpersonal skills, critical thinking, cooperative learning and teamwork.

C. FISCAL RESPONSIBILITY

1 . Agency's approval of eligible recipients for funding

All funds distributed through the formula for secondary and post-secondary recipients utilizes the local needs assessment process. The CLNA becomes a companion document to each eligible recipient's local application. Both documents require applicants to address how they will promote academic achievement; promote skill attainment; and how they have used the CLNA to address their local economic and education needs.

2. Distribution of funding - Secondary and Post-Secondary

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. With the removal of the restriction prohibiting funding for CTE programs below the seventh grade, Oklahoma elects to change the distribution of funds to 85 percent made available to secondary eligible recipients and 15 percent made available to technology centers serving adults students and postsecondary institutions that serve adult students enrolled in Associate of Applied Science degree programs. This distribution of funds between secondary eligible recipients and postsecondary eligible recipients will allow additional resources to reach those students in the 5th and 6th grades.

3 & 4. Allocation amounts

Funds for secondary and postsecondary recipients, 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.

5. School district boundary changes

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.

6 & 7. Secondary and Post-Secondary Waiver

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.

8. Reserve Funds

Reserve grant funds are awarded on a competitive basis with opportunities for application made available to all eligible recipients. Oklahoma elects to change our reserve to 15% of funds available to eligible recipients under Section 112 (a)(1). Oklahoma is currently reviewing existing reserve fund purposes and will add additional grant opportunities that will foster innovation and promote growth in programs of study and career pathways.

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 innovative 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 innovative grant awards, number and type of proposals for new innovative grant awards, as well as current and previous basic grant project symmetry, and others.

Successful applicants receive two-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.

9. Establish a baseline

For the Transition Year, Oklahoma elected to establish a new baseline of aggregate expenditures for the maintenance of fiscal effort requirement. Oklahoma elected a baseline of \$134,351,297. This baseline will continue with the submission of this State Plan.

D. ACCOUNTABILITY FOR RESULTS

1. Indicator of Program Quality

Oklahoma is using the program quality measure, *the percentage of CTE concentrators graduating from high school having participated in work-based learning*. No additional statewide work-based measures will be used.

Numerator: Number of CTE concentrators who graduated from high school having participated in work-based learning

Denominator: Number of CTE concentrators who graduated from high school

2. Levels of Performance

Table 13 Determined Performance Levels

B. State Determined Performance Levels (SDPL) Form					
Indicators	Baseline Level	Performance Levels			
		FY 2024	FY2025	FY2026	FY2027
Secondary					
1S1: Four-Year Graduation Rate	89%	89%	90%	91%	92%
1S2: Extended Graduation Rate	Oklahoma is not using this graduation measure				
2S1: Academic Proficiency in Language Arts	18%	18%	21%	23%	26%
2S2 Academic Proficiency in Mathematics	35%	35%	38%	40%	42%
2S3: Academic Proficiency in Science	24%	24%	27%	29%	31%
3S1 Post-Program Placement	92.5%	92.5%	93%	93.5%	94%
4S1: Non-traditional Program Concentration	24%	24%	26%	28%	30%
5S1: Program Quality—Attained Recognized Postsecondary Credential	Oklahoma is not using this quality measure				
5S2: Program Quality—Attained Postsecondary Credits	Oklahoma is not using this quality measure				
5S3: Program Quality—Participated in Work-Based Learning	30%	30%	35%	40%	45%
5S4: Program Quality—Other	Oklahoma is not using this quality measure				
Postsecondary Indicators					
1P1: Post-Program Placement	92.5%	92.5%	93%	93.5%	94%
2P1: Earned Recognized Postsecondary Credential	55%	55%	57%	59%	61%
3P1: Non-Traditional Program Concentration	13%	13%	15%	17%	19%

3. Procedures for Determining Levels of Performance

a) Public comment

Oklahoma educators provided input to performance levels through stakeholder meetings, email, and with comments on the posted state plan. The stakeholder survey is discussed in b) Process to determine levels of performance.

b) Process to determine levels of performance

The process for developing the Oklahoma-determined levels of performance started by reviewing actual student performance levels under the new Perkins V definitions for the previous three years (FY21, 22, and 23). Since FY20 was a transition year, performance data was not available for that year. The actual performance levels versus goal are displayed in Table 14 below.

Table 14 Actual Performance Levels

	FY20		FY21		FY22		FY23		
	Goal:	Actual:	Goal:	Actual:	Goal:	Actual:	Goal:	Actual:	
Secondary Measures:									
1S1 (Four-Year Graduation Rate)	88.0%	N/A	90.0%	89.72%	91.0%	93.88%	92.0%	88.94%	
2S1 (Academic Proficiency in Reading Language Arts)	31.0%	N/A	34.0%	33.49%	37.0%	25.91%	40.0%	36.86%	
2S2 (Academic Proficiency in Mathematics)	39.0%	N/A	41.0%	21.92%	43.0%	16.67%	45.0%	18.11%	
2S3 (Academic Proficiency in Science)	28.0%	N/A	31.0%	40.67%	34.0%	21.79%	37.0%	24.32%	
3S1 (Post Program Placement)	90.0%	N/A	91.5%	92.81%	92.0%	90.14%	92.5%	94.96%	
4S1 (Non-Traditional Concentration)	20.0%	N/A	21.0%	25.17%	22.0%	30.88%	23.0%	38.35%	
5S3 (Participated in Work-Based Learning)	75.0%	N/A	80.0%	12.26%	85.0%	17.60%	90.0%	22.00%	
Postsecondary Measures:									
1P1 (Postsecondary Placement)	90.0%	N/A	91.5%	85.97%	92.0%	89.08%	92.5%	94.84%	
2P1 (Earned Recognized Postsecondary Credential)	49.0%	N/A	50.0%	64.55%	52.0%	62.77%	54.0%	63.57%	
3P1 (Nontraditional Program Concentration)	20.0%	N/A	21.0%	12.41%	22.0%	12.07%	23.0%	13.58%	

The four-year graduation rate has been somewhat variable but very close to goal for the prior three years. As this number is already close to 90%, we plan to set the FY24 beginning target at 89%, which is just above the FY23 actual rate of performance. This goal will gradually increase over the 4-year cycle.

The aftermath of Covid 19 has severely impacted academic proficiencies for Oklahoma secondary students as it has for students throughout the United States. Oklahoma CareerTech is committed to providing students with the academic skills necessary to succeed in both the workforce and postsecondary education. Beginning with the FY25 grant cycle, we will be using a portion of our reserve funds to launch a new “Improving Academic Proficiency” innovative grant. These grant funds will be available so that schools can implement innovative strategies to improve academic performance (English Language Arts, Science, and/or Mathematics) for Oklahoma CTE students. This grant opportunity will direct funding to address this critical need and will be available throughout the next 4-year cycle. This will additionally provide a platform for us to identify and share best practices among our schools throughout this grant cycle. We also held two stakeholder panel discussions in January 2024 with over 170 participants statewide to review the academic data and brainstorm strategies that can be implemented locally to positively impact academics for Oklahoma CTE students. Based on actual performance data and stakeholder feedback, we have lowered our benchmarks to more achievable levels to allow our schools time to implement these strategies.

Secondary post-program placement (3S1) and secondary non-traditional concentration (4S1) both continue to be strong, and we plan to continue to increase our performance goals over the next four years as illustrated in Table 14.

Oklahoma selected Participated in Work-Based Learning (5S3) as our program quality indicator. ODCTE requires all CTE programs to have a work-based learning component per our administrative rules for Career and Technology Education. We continue to require work-based learning for all CTE programs and in FY21 implemented a real time work-based learning and certification reporting module that feeds into our CTE follow-up collection system. This system enables ODCTE to track this data at the student record level and allows the school to provide more specific information on the type of work-based learning being provided. Current reporting is near the 22% range. We feel that the initial reporting using this module is low but as we share and use this data with our schools, we know that they will more accurately report going forward. More importantly, by using this information we know that our schools will be more intentional and deliberate to provide additional

work-based learning opportunities for student success. This new module also provides a platform for ODCTE to identify high performing schools and share these practices statewide to improve student outcomes across the state.

Postsecondary placement (1P1) and Earned Recognized Postsecondary Credential (2P1) both performed well during the grant cycle, and we will continue to increase our goals for the next four years.

Nontraditional program concentration (3P1) continues to be a challenge for postsecondary CTE students. We are using a portion of our reserve funds for a “Supporting CTE Special Populations” innovative grant. These grant funds will be available for schools to implement innovative strategies to serve students within the special populations categories including students who wish to pursue a career in a non-traditional field. This grant opportunity will direct funding to address this need and will be available throughout the next 4-year cycle. This will additionally provide a platform for us to identify and share best practices among our schools throughout the grant cycle. We also held two stakeholder panel discussions in January 2024 with over 170 participants statewide to review the non-traditional student data and brainstorm strategies that can be implemented locally to positively impact Oklahoma CTE students that identify within any of the special populations categories, including non-traditional students. Our schools will continue to distribute materials and provide career advisement services to encourage students to consider pursuing a career in a non-traditional field. We plan to lower our performance goal on this metric to 13% with increases throughout the 4-year cycle to provide time for these initiatives to demonstrate success.

4. Written response to comments of State determined levels

During the table discussions at the stakeholder meetings, many schools expressed concern about the levels for all three academic proficiency indicators (2S1, 2S2, and 2S3) as being too high. We also received one email expressing the same concern. In response, ODCTE lowered the percentages.

5. How Oklahoma will address disparities or performance gaps

Through ODCTE’s Information Management Division, disaggregated data is compiled and produced into reports for Perkins administrative staff review and ODCTE leadership review. Disparities or gaps in performance discovered in this data analysis result in a plan being developed to provide support and technical assistance to eligible recipients. Appropriate assistance will be provided based on the gap identified. For example, gaps in non-traditional student enrollment, might result in technical assistance from our Student & Organizational Success Specialist who is responsible for non-traditional participation. For further explanation, see section B(2)(c)(vii).

B. BUDGET FORM

State Name: Oklahoma

Fiscal Year (FY): FY24

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 18,283,874
2	State Administration	5 %	\$ 914,193
3	State Leadership	10 %	\$ 1,828,387
4	• Individuals in State Institutions	2 %	\$ 365,677
4a	- Correctional Institutions	Not required	\$ 182,838
4b	- Juvenile Justice Facilities	Not required	\$ 182,839
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$ 60,000
6	• Special Populations Recruitment	0.1 %	\$ 1,828
7	Local Formula Distribution	85 %	\$ 15,541,293
8	• Reserve	15 %	\$ 2,331,193
9	- Secondary Recipients	85 %	\$ 1,981,514
10	- Postsecondary Recipients	15 %	\$ 349,679
11	• Allocation to Eligible Recipients	85 %	\$ 13,210,100
12	- Secondary Recipients	85 %	\$ 11,228,585
13	- Postsecondary Recipients	15 %	\$ 1,981,515
14	State Match (from non-federal funds)	Not applicable	\$ 914,194