

FY2006

State of Oklahoma

**Consolidated Annual Performance,
Accountability, and
Financial Status Report**

for the

**Carl D. Perkins
Vocational and Technical Education Act of 1998**

**Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
Voice: 405-377-2000 – fax: 405-743-6802
www.okcareertech.org**

Preface

We are pleased to submit to the United States Department of Education, Office of Vocational and Adult Education, the Oklahoma FY2006 Consolidated Annual Report (CAR). This report enables the Secretary to collect performance information about, and report on, the conditions of CareerTech education and the effectiveness of state and local programs, services, and activities carried out under the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332.

This CAR is organized as outlined in the “Consolidated Annual Performance, Accountability, and Financial Status Report,” OMB NO: 1830-0503, Expires 04/30/2008. This report is being submitted by the 90th day following the grant year (34 CFR §80.40(b)(1), §80.41(b)(4)).

The following persons at the Oklahoma Department of Career and Technology Education can be contacted regarding information in this report:

Phil Berkenbile, Ed.D., State Director
Belinda McCharen, Ed.D., Associate State Director, Career and Support Services
Robin Schott, Manager, Innovative Initiatives and Services
Jan Huston, Federal Legislation

In Oklahoma, we are implementing activities and initiatives that result in more integrated and comprehensive offerings to accomplish the mission of the Oklahoma CareerTech system – *We prepare Oklahomans to succeed in the workplace, in education, and in life.* The accountability system in the Carl D. Perkins Vocational and Technical Education Act of 1998 strengthens our efforts to achieve this mission.

Table of Contents

I. State Administration [Section 121]	
A. Sole State Agency and Governance Structure.....	1
Organizational Chart of Oklahoma Department of Career and Technology Education.....	2
B. Organization of Vocational and Technical Programs	3
II State Leadership Activities [Section 124]	
A. Required Activities [Section 124(b)].....	4
B. Permissible Activities [Section 124]	7
C. Core Indicator Related Activity	
Core Indicator #1 — Academic and Technical Skills Attainment.....	9
Core Indicator #2 — Completion	10
Core Indicator #3 — Placement and Retention	12
Core Indicator #4 — Nontraditional	13
III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Section 131 and 134]	
A. Summary of the state’s eligible recipients.....	14
Web site for FY2006 Oklahoma Local Application.....	14
IV. Accountability	
A. Performance Results and Program Improvement Strategies	14
B. Performance Results for Special Populations and Program Improvement Strategies	16
C. Definitions	19
D. Measurement Approaches	19
E. Improvement Strategies.....	20
V. Monitoring Follow-Up	20
VI. Workforce Investment Act (WIA) Incentive Grant Award Results	20
*Oklahoma Improvement Plan Update.....	21
Appendices	
Appendix A: Financial Status Reports	
Appendix B: Vocational-Technical Education Enrollment Reports	
Appendix C: Vocational-Technical Education Accountability Reports	

Narrative Report

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

Offer a brief summary of how your state is organized to administer vocational and technical education under Perkins III. Attach an organization chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each.

The Oklahoma Department of Career and Technology Education (ODCTE) is committed to quality CareerTech education programs and services. During FY2006, the following areas were responsible for ensuring that CareerTech education met the needs of Oklahoma constituents:

Administrative Services

The Administration provided the leadership and direction to enable distinctive accomplishments through the implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998. Within this area, the Information Management Division collected, processed, and analyzed CareerTech education student data and information for management planning and decision-making

Career Services

Career Services included innovative initiatives, federal legislation, research, guidance, equity, services for students with disabilities, job placement, Career Resource Network, Tech Prep, and *High Schools That Work*. Within this area the Federal Legislation team coordinated and implemented the Carl D. Perkins Vocational and Technical Education Act of 1998.

Curriculum and Testing Services

The Curriculum and Instructional Materials Center provided competency-based, media-supported curriculum for instructors and students. The Testing Division aligned CareerTech education programs with current national and/or state industry standards. Occupational duty/task lists and occupational tests were developed for program areas as an instructional tool and a measurement of student occupational readiness.

Educational Services

The Educational Services staff provided supervision of, and technical assistance to, all CareerTech programs in comprehensive high schools, technology centers, and skills centers within the state.

Education Technology Resources

The Educational Technology Resources Division provided educational technology and telecommunications resources for customers throughout the system.

Financial Services

The Finance Division provided the fiscal services and controls necessary for the efficient and effective operation of the state CareerTech education delivery system.

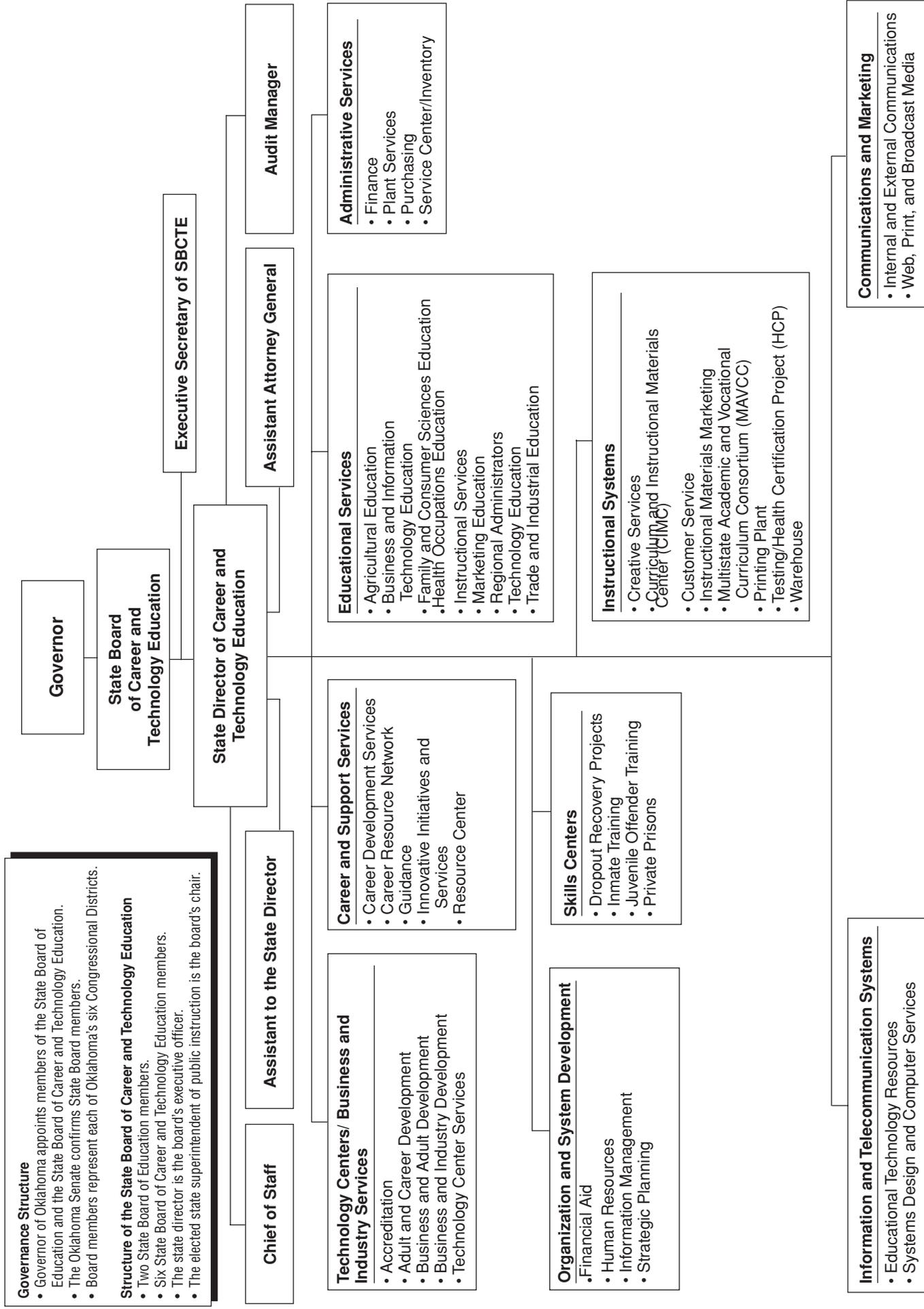
Skills Centers

The Skills Centers Division provided inmate training as a primary function and was responsible for the direction of the state-supported CareerTech Skills Centers located in correctional institutions across Oklahoma.

Technology Center Services

The Technology Center Services Division provided assistance developing strategic and tactical planning for the implementation of high quality training initiatives in Oklahoma technology centers.

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION ORGANIZATIONAL CHART



B. Organization of Vocational and Technical Education Programs

Provide information about how vocational and technical programs are organized and offered in your state. Indicate whether, and to what extent, your state has organized its programs around Career Clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or job.

Oklahoma CareerTech programs are offered through the comprehensive schools (grades 7-12), technology centers (grades 11-12 and adults), community colleges, and prison/juvenile sites. The CareerTech programs are organized through their respective divisions of Agricultural Education, Business, Marketing, and Information Technology Education, Family and Consumer Sciences Education, Health Careers Education, Technology Education, and Trade and Industrial Education.

The ODCTE has been diligent and opportune in their bid to introduce and implement the Career Clusters framework and pathways throughout the state. A significant decision was made by the Governor's Council for Workforce and Economic Development to focus the work of the Council in the context of industry clusters, and the 16 Career Clusters framework will complement the Council's work. The Council identified six industry clusters as areas of priority: Aerospace, Energy, Health, Hospitality and Tourism, Manufacturing, and Science Technology, Engineering and Mathematics.

During FY2006, the ODCTE staff planned bold implementation steps to move all programs to courses and to utilize the Career Clusters framework and pathways. Hospitality and Tourism was Oklahoma's pilot Career Cluster to crosswalk the knowledge and skill statements with current curriculum offerings. This strategy will help strengthen existing courses, delete outdated courses, and identify gaps for the development of new courses. This work is being accomplished using statewide advisory groups that are representative of each Career Cluster. This pilot set the stage to continue the work in the other 15 Career Clusters.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

Provide a summary of your major initiatives and activities in each of the following areas that are “required” under Section 124(b)(1-8) of the Act.

1. Assessment of vocational and technical education programs for special populations
<p>A review of local applications, on-site reviews, and local performance reports indicated subrecipients at the secondary and postsecondary levels included special populations in the services and programs designed to attain the required program goals and improve performance indicators. The special populations students enrolled in secondary and postsecondary CareerTech programs received assistance through coordinated efforts such as tutoring, mentoring, learning style assessments, continuous improvement to IEPs, and career and academic advisement to ensure appropriate placement and educational success. Services such as tours of technology centers offer members of special populations and their parents an opportunity to view programs and activities in an individualized setting.</p> <p>A review of the annual subrecipients performance report confirmed that the subrecipients’ use of funds included career guidance and counseling opportunities to all students to assist with appropriate and informed decisions regarding secondary courses leading to careers and postsecondary education. Subrecipient on-site reviews included portfolios, plans of study, and mentoring/shadowing programs.</p>
2. Developing, improving, or expanding the use of technology
<p>The ODCTE Learning Center contained wireless laptops, SmartBoard technologies, and H.323 distance learning technology. The CareerTech Learning Network (CTLN) delivered a variety of instructional resources such as on-line courses, customer support, and other IT services used in state-of-the-art classroom, labs, and schools. The CTLN included an interactive portal site that linked the customer/instructor to a variety of educational experiences from the classroom, business, or home. The CTLN offered a turnkey suite of tools that encompass learning management, digital repository management, and student information management. Through a partnership with the Oklahoma Office of Rural Health, an on-line Spanish for Health Care course has become available for the career and technology education (CTE) classrooms and Oklahoma hospitals. Because of a partnership with the Center for Early Childhood Professional Development (CECPD), an on-line Entry-Level Child Care Training program was available for all childcare providers in CTE classrooms and childcare facilities.</p>
3. Professional development programs
<p>New Teacher Induction System</p> <p>The Teacher Induction process continued to be successful and was implemented throughout the state. The mentor training, provided to all instructional leaders and mentors, continued to enhance the instructional practices needed by new instructors entering the CareerTech classroom. It continued to surpass national averages with a 79.57% teacher retention rate over a five-year period.</p> <p>Oklahoma CareerTech Professional Development Center (PDC)</p> <p>An on-line PDC continued to provide tools for Oklahoma CareerTech instructors in self-assessment, reflection, and personal goal setting. Many of the technology centers have implemented the Professional Development Center (PDC) to shift from a staff development system to an ongoing, results oriented professional development system. The PDC focused on helping instructors set individualized goals and initiated small group learning communities. After a goal was established, the on-line PDC assigned colleagues that had similar challenges and needs to local instructional experts with the expertise to perform specific instructional competencies and to available on-line resources that related to the identified challenge/goal established by the instructor.</p> <p>The PDC continued to improve and made the services available for both new and experienced instructors. The self-assessment tools have been upgraded with better-quality data to improve instructional effectiveness. As a means to assemble and share instructional strategies, tools, and resources, an on-line template that identified successful practices was developed and dispersed statewide.</p> <p>Professional development workshops were available for coaching, Campus expert workshops in facilitating instruction, managing an effective learning environment, and assessment continued to meet the resources and needs on the local campus.</p>

Continued on next page

Technical and Professional In-service Activities

During FY2006, CareerTech educators received technical and professional updating. Listed below are the professional improvement meetings and activities offered by the ODCTE:

Divisions	Workshops	Attendees	Contact Hours
Occupational Divisions			
Agricultural Education	21	746	10,727.5
Business, Marketing & Information Technology Education	9	570	10,636
Family and Consumer Sciences Education	26	1251	14,021.5
Health Careers Education	28	975	12,380
Technology Education	4	351	6,372
Trade and Industrial Education	13	731	16,406

Additional Workshops			
Adult and Career Development	22	767	12,144
Federal Legislation	2	79	447
Guidance/Career Information	105	3884	17,996.25
Innovative Initiatives and Services	19	960	5,850
Instructional Services	14	814	12,765
OBAN	2	34	344
Regional Administrators	3	93	1,394
Skills Centers Division	15	398	5,170
TANF	5	1159	14,280.5
Technology Center Services	9	330	7,746
University of Tulsa Mobile Lab	23	585	7,497
Testing	1	11	17

4. Improvement of academic and vocational-technical skills

ODCTE hired their first math/science specialist to ensure that all the CTE math/science courses for academic credit have common standards and student expectations. The specialist is working with multiple CTE areas to strengthen the math and/or science content of the course offerings and curriculum.

ODCTE has built on the success of the pre-engineering academy model that includes a series of technical courses with a mathematics and science sequence and is taught as an integrated academy. An architecture and construction academy has been implemented, and the medicine and bioscience academy is in the final stages of planning. Benchmark data for the current academies show students are taking strong core academic courses, completing the series of pre-engineering technical courses, performing higher than state average on the ACT, and transitioning to postsecondary opportunities.

Six agency staff attended SREB professional development that addressed the improvement of academic and technical skills in Language Arts, mathematics, and hospitality and tourism. School profiles documenting the Carl Perkins performance indicators are being shared with local sites as well as five-year profiles on school report cards. Achievement of students that were impacted through the classrooms that participated in professional development continued to be measured through the *High Schools That Work (HSTW)* student assessment, through mandated state testing at comprehensive high schools, and through the annual academic performance measurement.

5. Preparation for nontraditional training and employment

ODCTE funded a staff member for the support of nontraditional and equity/diversity issues related to student recruitment, guidance and counseling, facilities, placement, nontraditional curriculum development, and staff in-service/training. Staff development was provided for field coordinators who were responsible for nontraditional and equity program issues during the annual summer conference, fall CTEEC/Equity Conference, and the spring Oklahoma Commission on the Status of Women's biennial summit. Other sessions included the Oklahoma Career and Technology Equity Education Council (OKCTEEC) "Making It Work Day" at the State Capitol with state senators and house members as well as agency partners, the Oklahoma Department of Human Services, and the Oklahoma Regents for Higher Education.

The GirlTech E-Mentoring Program for students pursuing pre-engineering or other high tech and nontraditional occupations continued to grow and reach larger numbers. A goal of this project was to match these nontraditional students with female professionals in the same field.

The agency co-sponsored the CTEEC/Equity Conference with out-of-state and in-state speakers/presenters/participants on issues of equity, nontraditional issues, displaced homemakers/single parents, clients and coordinators of Temporary Assistance to Needy Families (TANF) programs. The ODCTE and Oklahoma CareerTech Foundation co-sponsored the "Breaking Traditions Award Program" for recognition of outstanding nontraditional students with the foundation providing the recognition awards at the respective CareerTech student organizations' spring award conferences.

6. Supporting partnerships

ODCTE continued the partnership with the Governors Council for Workforce and Economic Development. The strategic plan for this team continued to evolve and targeted industry clusters that identified specific strategies to support industry clusters through the Career Clusters framework. This initiative through the Oklahoma education and business partnerships continued to be a catalyst for the Oklahoma CareerTech system to establish a seamless educational transition system.

Health Care, Aviation, and Manufacturing were designated as top priority industry clusters. ODCTE built partnerships with the State Department of Education and the Oklahoma State Regents for Higher Education. This partnership continued to build a seamless educational system to create a talent pipeline of future workers for Oklahoma. Strategies are being formed that can be used to recruit students, provide additional training/education programs, and "fast-track" students to meet the critical workforce needs of each industry.

ODCTE, Oklahoma Associated General Contractors, and local technology centers continued to work on their formal partnership that addressed the needs of the construction industry. The focus of this partnership has been to support a construction industry liaison who assisted with just-in-time industry training, developed high school architecture and construction academies for Oklahoma students, and assisted with the development of a seamless educational pathway for students from high school to technology center to postsecondary education and career.

Through the Tech Prep initiative, the Carl D. Perkins basic funds served 447 Oklahoma high schools and provided services for 4,236 students. Tech Prep offered 612 professional development opportunities for 5,018 administrators, instructors, and counselors. The Tech Prep consortia have formed partnerships with 26 two-year colleges and 12 four-year colleges and universities. Oklahoma Tech Prep has produced 683 local cooperative agreements that consist of 14,607 hours of college credit completed at technology centers.

Tech Prep has been instrumental in the development of the state alliance project, which provided for a dual enrollment process for high school students enrolled in these cooperative programs. As of July 1, 2006, alliance agreements exist in 26 (of 29) technology centers. Students in these technology centers will begin to accrue dual college credit in the Fall 2006 semester. The three remaining technology centers should have their alliance agreements finalized by June 2007. The alliance agreements will offer high school students immediate transcribed college credit replacing the "banking credit" concept in the old system.

7. State correctional institutions

During FY2006, federal funds totaling \$163,048 were used to ensure that students had a smooth transition from incarceration to the world of work. All monies were used to fund two Skills Centers Transition Coordinators who work directly with students, after their release, with reintegration issues.

8. Support for programs for special populations

Many partnerships and events have been established to enhance the opportunities for students of special populations. These include: Oklahoma Association of Higher Education and Disability Spring and Fall Conferences
IDEA/B State Advisory Panel
Oklahoma Transition Council Annual Conference and regional meetings
CareerTech Skills Centers to enhance professional development of the Drop-Out Prevention instructors
Special Education Division of the Oklahoma State Department of Education to provide paraprofessional training
Statewide Career Resource Fair to access specific information concerning special populations
Tech Now software designed for special populations to build occupation skills

Specific in-services were offered for educators who interacted with special population students. These included: Just-in-Time Training, CareerTech Summer Conference, and VIP workshops for secondary counselors to update and assist with career related activities. Middle grades workshops were held to inform administrators/instructors of procedures that enhanced career development for all students in which presentations were offered that focused on students with special populations. On-line resources emphasizing students with disabilities were developed, and collaborative efforts with other agencies and organizations were enriched.

B. Permissible Activities [Section 124]

Provide a brief summary of major initiatives and activities under one of more of the following areas under Section 124(c)(1-12) of the Act

1. Technical assistance for eligible recipients

Technical assistance encompassing group presentations, electronic communications, and on-site reviews were options provided to eligible recipients. The ODCTE Web site publishes the local application and other related documents for implementation of the program, legislative/reauthorization updates, and a question/answer site. Requests for assistance have focused on continued improvement of the core indicators of performance and expanding activities/opportunities beyond the classroom for measurable, continuous improvement.

Expenditures were reviewed for program quality to ensure state and federal guidelines were fulfilled. One hundred percent of eligible recipients were monitored through the annual subrecipient performance report to confirm that the funds were used to achieve state and local goals.

2. Improvement of career guidance and academic counseling programs

A myriad of professional development opportunities were available to student services staff in the technology centers and comprehensive schools. Over 3,800 participants took advantage of more than 250 hours of in-service training that included a wide variety of career guidance and academic counseling topics.

The Guidance Division Web site continued to expand and build with a specific section dedicated to technology center student services and a specific section for comprehensive school student services. A monthly career guidance email was distributed to technology center student services contacts that provided timely practical knowledge and resources.

In November an electronic and hard copy career activity file was developed and disseminated. Over 3,000 copies were distributed. The activity file focused on Career Clusters and financial literacy and also included lesson plans, Web sites, teaching materials, and the national careers poster and poetry contest details.

A guidance task force was assembled and met regularly to develop a model of guidance and advisement for the technology centers. The first task completed was a sample counselor job description in the technology centers. The task force will focus on enhancing and streamlining the student services model.

The Guidance component of the Gold Star Technology Center award application was updated and strengthened to emphasize partner relationships and guidance/advisement for individual students.

<p>3. Establishment of agreements between secondary and postsecondary vocational and technical education programs</p>
<p>The ODCTE supported the development and implementation of new cooperative alliance agreements with higher education, which will replace the old cooperative agreements over the next three years. Discussions began with the Oklahoma State Regents for Higher Education to improve the services for students that would assist them in acquiring college degrees in technical fields. The alliance agreements will offer high school students immediate transcribed college credit replacing the “banking credit” concept in the old system.</p>
<p>4. Support for cooperative education</p>
<p>The ODCTE provided the opportunity for students to participate in cooperative education programs. These programs were located in the comprehensive schools, technology centers, juvenile offender programs, and alternative schools. Over 3,600 students chose to participate in the cooperative education programs in FY2006.</p>
<p>5. Support for vocational and technical student organizations</p>
<p>The ODCTE supported the CareerTech student organizations by funding 10.0 FTE in support of the state coordination of the seven student organizations (BPA, DECA, FCCLA, FFA, HOSA, SKILLS/USA, and TSA). The agency funded an annual State Leadership Conference to train the state officer teams of the seven organizations. The agency also funded the independent audits of each of the organizations. Indirectly, the agency funded multiple state staff hours in assisting the annual student organization state conferences through competitive contest judging and job interviewing.</p>
<p>6. Support for public charter schools</p>
<p>There were no public charter schools in Oklahoma with CareerTech programs.</p>
<p>7. Support for vocational and technical education programs that offer experience in and understanding of all aspects of an industry</p>
<p>During the new instructor institute, participants have been provided All Aspects of the Business/Organization from the Institute for Workforce Education at the University of Missouri-Columbia or the Oklahoma Toolbox, Work-Based Learning: Internship and Job Shadowing.</p>
<p>8. Support for Family and Consumer Sciences Education programs</p>
<p>The ODCTE supported 446 Family and Consumer Sciences Education (FACSE) programs in Oklahoma through program assistance and salary supplements. Fifty-two instructors were in technology centers. State funds provided program assistance of \$6,500 for each FACSE program in comprehensive schools, plus a \$2,000 salary supplement for each instructor in the comprehensive schools. In-service activities included conferences, curriculum workshops, new instructor training, reality workshop, embroidery equipment workshop, handheld computer training, and technology up-dates for various new teaching tools, were a few of the professional in-services provided. Stipends for presenters at conferences, workshops, and training were incurred. As an integral part of FACSE programs, Family, Career and Community Leaders of America (FCCLA) provided conferences and workshops for teachers and students in such areas as training participants to work with local communities on prevention of violence, financial literacy, and consumer education quiz bowl activities. These are planned/coordinated and supervised by the Family and Consumer Sciences Education Division.</p>
<p>9. Support for education and business partnerships</p>
<p>Oklahoma’s Tech Prep consortia continued the development of business/industry partnerships to align Career Cluster development and seamless high school/postsecondary CTE pathways. In 2006 the consortia reported that 609 business/industry partners provided 5,531 job shadowing, mentoring, and workplace touring opportunities, 276 student internships or apprenticeships, and 253 teacher internships or externships.</p> <p>The Governor’s Council for Workforce and Economic Development made a momentous decision to focus the work of the Council in the context of industry clusters. The Council adopted the 16 Career Cluster Framework that has been identified in a national initiative supported by the National Association of State Directors of Career and Technical Education Consortium. The Council focused on a long-term, strategic job creation and growth plan that will impact the state efforts in six industry clusters. These clusters were identified as Oklahoma’s future economic growth.</p>

<p>10. Support to improve or develop new vocational and technical education courses</p>
<p>Technology Education in Oklahoma has evolved into a two-tier system to transition students in grades six through ten into the next level of career development.</p> <p>The <u>first tier</u>, grades six through eight, was designed to explore multiple career options. TechConnect, the <u>second tier</u>, has focused on specific Career Cluster pathways for the ninth and tenth grades. The pathway expanded on the general knowledge of career areas and required increased technical skills with a general enhancement of knowledge in at least three career pathway content areas with a focus on integration of rigorous academics, all aspects of the industry, employability, and technical competence. Ten TechConnect pilot sites were implemented in the first stage of this evolving process and an additional 131 sites have been implemented. The inclusion of TechConnect programs into the Technology Education format expanded the scope of Technology Education and created a stronger connection between the comprehensive school and technology center programs. Over 60 TechConnect course offerings and a variety of resources were available. The continual development and implementation of career pathway areas will further strengthen the seamless career transition system.</p>
<p>11. Providing vocational and technical programs for adults and school dropouts to complete their secondary school education</p>
<p>The CareerTech Skills Centers administered seven dropout recovery programs across Oklahoma. These programs served 438 females and 466 males for a total of 904 students. Of these students, 811 enrolled to pursue a high school diploma and 95 enrolled to obtain a GED. The majority of these students also enrolled in an occupational training program. Performance data indicated that, of the program completers, 229 earned a high school diploma, 59 earned a GED, 396 obtained employment, 23 entered the military, and 20 enrolled in postsecondary education. Prior to entering their junior year of high school, 306 of these students had dropped out of school.</p>
<p>12. Providing assistance to students in finding an appropriate job and continuing their education.</p>
<p>The Oklahoma Career Information System (OKCIS) continued to provide an e-portfolio opportunity that a student could access to prepare a resume, develop a plan of study, complete and save career assessments, etc. This individual portfolio could be transferred across any entity that had OKCIS software. OKCIS also included features on job employability skills, “keep the job” soft skills modules, and links to state and federal job banks.</p> <p>The ODCTE now has a person specifically dedicated to job placement who will provide deeper and more intensive technical assistance for job placement activities in the technology centers. Job placement will continue to be reviewed by ODCTE through the technology center accreditation process.</p>

C. Core Indicator Related Activity

<p>Core Indicator #1 – Academic and Technical Skills Attainment</p>
<p>Activity: Assessment</p> <p>Outcome: Technology centers and comprehensive schools utilized ACT-PLAN assessment results to help students select appropriate career pathways and a means to attain their goals. The Oklahoma Career Information System (OKCIS) was licensed to the majority of comprehensive schools and technology centers, and the interest and aptitude inventories of this software were a popular means to assess individual career possibilities.</p> <p>In addition, the Oklahoma Department of Career and Technology Education in cooperation with the Oklahoma Department of Commerce made KeyTrain and WorkKeys available to the technology centers. KeyTrain enabled students to determine needed improvement in essential workplace skills and the WorkKeys instrument as a capstone assessment to certify workplace readiness when training is complete.</p>

Activity: Career Guidance and Counseling
Career Planning

Outcome: ODCTE continued its partnership with the Oklahoma State Regents for Higher Education to present a series of five regional workshops to more than 300 counselors/educators. The Regents focused on using the EPAS assessments (PLAN and EXPLORE) to improve academic achievement. ODCTE focused on using the EPAS assessments to improve career development by using the data for individual career planning and a smoother transition for the students. The partnership continued with the State Department of Education to co-sponsor, develop the agenda, and provide session speakers for the third “Counselors Only” conference for elementary to high school level counselors. Sessions focused on academic needs and career advising.

The ODCTE has worked with the Regents for Higher Education to provide to the technology center student data for those students who have advanced into postsecondary education and the remediation rate for these students. This information is disseminated to the technology centers and reviewed by ODCTE staff during the accreditation visits.

Activity: Education Enhancement Centers and Instruction for Credit

Outcome: The Education Enhancement Centers and academic instruction for credit operate under the Academic Center umbrella, with non-credit academic instruction occurring at both basic and accelerated levels. Options for math, science, and computer science as an academic credit have expanded and are approved to meet certain requirements for higher education admission and scholarship eligibility.

Activity: Occupational Competency Skill Standards and Assessments

Outcome: The Testing Division aligned CareerTech curriculum/testing with current national and/or state industry standards. Through this alignment, the Oklahoma CareerTech system of competency-based education has been strengthened. Occupational skill standards were available for program areas and occupations. These standards served as a guide for instruction and assessment as students prepared to enter the workforce. The Testing Division offered skill standards for 75 programs, addressing nearly 300 occupations. Over half of these skill standards were aligned to an industry standard or endorsed by an industry group.

Core Indicator #2 – Completion

Activity: Career Guidance and Counseling

Outcome: Two statewide “Teachers as Advisors” workshops (one for the comprehensive schools and one for the technology centers) were conducted to assist in implementing new or strengthening current programs. The Teachers as Advisors rubric has been used to benchmark existing services and to identify areas of strengths and opportunities for improvement. The rubric was disseminated through workshops, presentations, the guidance Web site, and e-mails and has been utilized regionally and nationally.

Activity: Assessment

Outcome: Occupational assessments were offered as a measurement of student occupational readiness – approximately 120 assessments were available for traditional CareerTech programs. High-stakes assessments were administered for 12 areas through the Oklahoma State Department of Health and the Board of Nursing. Further, six special assessment projects were administered. The Testing Division administered and analyzed over 42,500 traditional occupational assessments. They administered over 13,500 high stakes or special project assessments. Occupational assessments (either state-developed or an approved industry alternative test) were available for 88 percent of all programs and over 98 percent of all tests were administered through the agency’s on-line testing system.

Activity: Key Educational Practices

Outcome: Data from Oklahoma’s *HSTW* indicated that a guidance and counseling system assisted students to complete a challenging program of study. The 2006 *HSTW* Assessment directed students to report on activities related to guidance received from counselors, instructors, and parents. The following eight items were examined to produce a composite index:

- 1) An instructor or counselors helped them review the program of study at least once a year;
- 2) Students received the most help with planning a high school program of study by the end of the ninth grade;
- 3) Students talked to parents/guardians before and during high school about planning a four-year high school course plan at least once a year;
- 4) During high school an instructor or counselor talked to them individually about their plans for a career or further education after high school;
- 5) Students spoke with someone in a career to which they aspire;
- 6) Someone from a college talked to them about going to college;
- 7) Students and parents received information or assistance from someone at school about selecting or applying to college; and
- 8) Students had an adult mentor or advisor who worked with them all four years of high school.

All Assessed Students in Oklahoma (N = 1752)					
Emphasis on Providing Timely Guidance to Students			Average Reading Score (279)	Average Mathematics Score (297)	Average Science Score (299)
Intensive	(6-8 of the indicators)	40%	283	302	299
Moderate	(3-5 of the above indicators)	45%	277	296	290
Little	(0-2 of the above indicators)	11%	269	292	284
Incomplete Data	Students did not respond to one or more of the components of the index.	3%	–	–	–

Students that participated in the assessment completed a concentration in one or more of the following areas:

- 100% - four credits in a planned sequence of career/technical courses
- 6% - mathematics/science concentration – four or more credits each in college-prep mathematics or science and at least one advanced placement course in either mathematics or science.
- 25% - humanities concentration – four or more credits each in college-prep/honors English and social studies with at least one credit at the AP level and four or more credits drawn from foreign language, fine arts, journalism, and debate or from advanced-level courses in literature, history, economics, psychology, or another humanities area.

Guidance programs for *HSTW* focused on key educational practices that accelerate student achievement in reading, mathematics, and science.

Activity: Basic Skills Instruction/Education Enhancement

Outcome: Oklahoma technology centers provided instruction in basic reading, math, and written communication skills within the context of the technological or occupational programs. The technology centers address more advanced competencies as required for success in the occupational areas. In addition, the technology centers utilize community literacy and ELL resources, occupationally specific manipulative tools, and career related written materials. Most Oklahoma technology centers offer GED preparation or provide the facility for this instruction to be presented. The use of KeyTrain has greatly expanded the options through which these services may be provided.

Activity: Financial Aid Administration

Outcome: All adult students at Oklahoma technology centers could apply for state and federal student financial aid. The financial aid programs available were Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Oklahoma Tuition Assistance Grants (OTAG), Federal Work-Study, and limited Federal Financial Education Loans (FFEL). The financial aid provided was awarded based on the eligibility and need of the student. Students could participate in a variety of campus-based financial aid opportunities. The financial aid coordinator assisted the students in the application process for financial aid as well as packaged and awarded the aid to best meet the student's determined need.

Activity: Staff Development for Instructors, Administrators, Counselors

Outcome: CareerTech instructors received content and instructional information from the occupational and administrative divisions of the agency. During the annual summer conference, instructors, counselors, teacher educators, administrators, support staff, and state staff received three days of general and specific CareerTech in-service. This conference focused on updating subject matter and distributing new and emerging technology.

The Instructional Services Division continued to support the training of administrative and professional development to establish a professional development system that results in student improvement. The team members included administrators, local professional development chairpersons, and selected school team members. The training emphasized the establishment of school and individual goals using data-driven, decision making techniques.

Numerous professional development opportunities were offered for counselors. The VIP program for junior high and senior high school counselors was provided for more than 20 counselors. Twenty schools were selected to participate in a Middle Grades Awareness Initiative that was held in October and January. Teams of middle-school counselors and administrators were given strategies for middle grades career development and were shown practical examples of implementation of these strategies. A mid-year conference that involved hands-on training with discussions was offered for assessment, integrated-academic, and job placement personnel. Pre- and post-assessments were given at these workshops and showed considerable gain in their knowledge of career development.

Core Indicator #3 – Placement and Retention

Activity: Guidance and Training

Outcome: The Oklahoma Career Information System (OKCIS) has been one of the most widely used career information software tools. Over 600 sites purchased the system including schools, universities, technology centers, one-stops, workforce offices, etc. District training and on-line training tutorials were offered throughout the state and the new user tutorial was revised and updated. OKCIS has provided a myriad of career guidance strategies and career information, including development of an e-portfolio, resume, plans of study, and connections to job banks.

Activity: Job Placement Assistance

Outcome: The Oklahoma Job Link has become the significant Oklahoma job bank. Oklahoma Job Link is a well-established state job bank and will be used as the CareerTech system's job bank. The power point training is online and can be accessed at any time. The Oklahoma Job Link contains a special CareerTech function that identifies CareerTech students for the perspective employers.

Activity: Cooperative Alliance Agreements

Outcome: The process for implementing cooperative alliance agreements has been established with the first three technology center/community college partnerships approved by their statewide policy bodies in April 2005. The new process required eleventh-grade students to meet certain college admission requirements using the ACT PLAN test or ACT scores for admission. The students were concurrently enrolled at the high school, technology center, and community college. They will receive a college transcript each semester in addition to the high school transcript. The college hours are transferable statewide per the policies of the receiving institution. The alliance agreements also require collaborative student services, transition services, financial aid support, marketing and advisement to improve degree completion rates.

Core Indicator #4 – Nontraditional

Activity: Strategies for Achievement

Outcome: ODCTE funded a full-time staff person for the promotion of nontraditional and equity issues as related to student recruitment, guidance, counseling, and staff in-service training. An e-mentoring program for female students in the Career Clusters of Information Technology and Science, Technology, Engineering, and Mathematics has expanded from the initial two technology centers to eight. Professional development was provided for field coordinators responsible for nontraditional and equity programs. Issues concerning the nontraditional student were discussed at the annual summer conference and professional development meetings. The GirlTech program partnered with two major Oklahoma universities for a fall and spring on-campus event to expose the mentees to opportunities to continue their higher education learning in their respective field of interest in engineering, architecture, or information technology.

GirlTech, is an e-mentoring pilot program that began in FY2001 and expanded to eight technology centers serving a maximum of 25 mentees and mentors at each of the eight locations in FY2006.

Program Mission: Equip female students (grades seven through adult) with skills to pursue careers in Information Technology (IT), Science, Technology, Engineering, and Mathematics, (STEM) and other careers in nontraditional occupations.

GirlTech Program Description: Students participate in a variety of activities designed to provide awareness of the Information Technology and Science, Technology, Engineering, and Mathematics Clusters, or other careers in nontraditional occupations, motivate mentees to further explore IT and STEM careers, and develop skills to pursue career opportunities within the IT and STEM Career Clusters. The program is a partnership between K-12 schools, technology centers, colleges/universities, and the business/industry community. The student mentee activities include: job shadowing, mentoring, on-line job shadowing, career exploration, personal development workshops for students and mentors in career development, assertiveness skills, communications skills, time management, course advisement, dress for the workplace, workplace etiquette, and specialized learning laboratory opportunities at technology centers and universities. GirlTech participants are encouraged to utilize the Oklahoma Career Information System (OKCIS), which gives them avenues for career exploration, planning, job search, portfolios, and employability skills.

Business and Industry Responsibilities: Business/industry provided mentors for GirlTech mentees. The mentor corresponded with mentee by e-mails at least once monthly as an on-line mentor, provided guidance and advisement to mentee in career area, participated in two or three workshops with mentee, provided at least one or two opportunities for mentee to job shadow, reported on mentorship as requested by site coordinator, and evaluated mentorship experience for self and mentee. Additionally, mentors had face-to-face meetings with mentee during the year. Each mentor coordinated activities with the GirlTech site coordinator.

Results: The mentees completed pre- and post-assessments. The surveys showed mentees felt they had gained skills in these areas: 1) teamwork skills, 2) knowledge of the workplace, 3) knowledge of careers, and 4) communication skills.

Budget – The Financial Status Report is located in Appendix A

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)

A. Provide a summary of the state’s eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

Secondary	Postsecondary
Local Eligible Agencies----- 430	*Technology Centers ----- 29
*Technology Centers ----- 29	Collegiate ----- 20
Secondary Distribution (some recipients participate in more than one arrangement)	Postsecondary Distribution (some recipients participate in more than one arrangement)
Consortia ----- 45	Consortia ----- 13
Consortia participants ----- 164	Consortia participants ----- 45
*Technology Center Coops----- 23	
Coop participants ----- 145	
Using funds alone----- 117	Using funds alone ----- 4
*Area vocational and technical education agencies are named Technology Centers in Oklahoma.	

Attach the latest version of the local application used to fund eligible recipients.

Web site for FY2006 Local application – www.okcareertech.org/fla/historical.htm

IV Accountability

A. Performance Results and Program Improvement Strategies

FY2006 Oklahoma Performance Results

Core Indicator	Performance Measure	Negotiated Performance Level	Tech Prep Performance Level	State Performance Level
Secondary Students				
1S1-Academic Attainment	High School Graduation	93.86	94.13	93.82
1S2-Technical Skills	Program Completers	63.92	83.08	63.06
2S1-Completion	High School Graduation	93.86	94.13	93.82
2S2	Oklahoma does not issue a proficiency credential with the secondary diploma			
3S1-Placement	Secondary Students Placed	94.82	94.63	95.44
4S1-NT Participation	NT male + NT female sec enrollees	33.52	13.55	34.77
4S2-NT Completion	NT male + NT female sec completers	30.40	13.96	30.08
Adult Students				
1A1-Academic Attainment	Adult program completers	80.95	100.00	83.68
1A2-Technical Skills	Adult program completers	80.95	100.00	83.68
2A1-Completion	Adult program completers	80.95	100.00	83.68
3A1-Placement	Adult students placed	92.22	91.04	91.96
3A2-Retention	Adult students retained	72.07	69.11	76.85
4A1-NT Participation	NT male + NT female adult enrollees	14.52	15.38	11.99
4A2-NT Completion	NT male + NT female adult completers	13.60	15.00	11.99
Postsecondary Students				
1P1-Academic Attainment	AAS degrees awarded	26.40	N/P	28.55
1P2-Technical Skills	AAS degrees awarded	26.40	N/P	28.55
2P1-Completion	AAS degrees awarded	26.40	N/P	28.55
3P1-Placement	AAS grads employed in Oklahoma	86.70	N/P	91.24
3P2-Retention	Graduates employed/retained in higher ed	88.40	N/P	92.25
4P1-NT Participation	NT AAS students	13.98	N/P	18.90
4P2-NT Completion	NT AAS completers	10.81	N/P	13.02

FY 2006 Oklahoma Program Improvement Strategies

Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results. For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Secondary Indicators		
Core Indicator	FAUPL	Improvement Strategies
1S1 Academic Attainment	93.86	Initiated a statewide implementation of KeyTrain, which provides curriculum to assist in attaining the WorkKeys Career Readiness Certificate. The credential is based upon WorkKeys assessment. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.
Actual Level of Performance	93.82	
1S2 Technical Attainment	63.92	The development of a new data collection system has been initiated and a more consistent count should result from this system. Technical assistance and in-service will continue to clarify data codes for this indicator.
Actual Level of Performance	63.06	
2S1 Completion	93.86	Initiated a statewide implementation of KeyTrain, which provides curriculum to assist in attaining the WorkKeys Career Readiness Certificate. The credential is based upon WorkKeys assessment. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.
Actual Level of Performance	93.82	
3S1 Placement	94.82	The results for this indicator continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system. More support will be given this core indicator because of state staff being assigned to placement activities.
Actual Level of Performance	95.44	
4S1 NT Participation	33.52	The transition from programs to courses will provide additional career opportunities for the nontraditional students to participate and complete. In addition, more emphasis has been placed on the GirlTech e-mentoring project.
Actual Level of Performance	34.77	
4S2 NT Completion	30.40	
Actual Level of Performance	30.08	
Adult Indicators		
Core Indicator	FAUPL	Improvement Strategies
1A1 Academic Attainment 1A2 Technical Attainment 2A1 Completion	80.95	Initiated a statewide implementation of KeyTrain, which provides curriculum to assist in attaining the WorkKeys Career Readiness Certificate. The credential is based upon WorkKeys assessment. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.
Actual Level of Performance	83.68	
3A1 Placement	92.22	These results continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system. More support will be given this core indicator because of state staff being assigned to placement activities.
Actual Level of Performance	91.96	
3A2 Retention	72.07	The career guidance and assessment for specific programs/courses with adult students are receiving greater emphasis.
Actual Level of Performance	76.85	
4A1 NT Participation	14.52	Training, to include tools such as KeyTrain, Beginning Language for the LEP, and other resources, is scheduled for those who assist with the adult nontraditional student career decisions. Additional interaction and attention will be available for the less successful students within these populations.
Actual Level of Performance	11.99	
4A2 NT Completion	13.60	
Actual Level of Performance	11.99	
Postsecondary Indicators		
Core Indicator	FAUPL	Improvement Strategies
1P1 Academic Attainment 1P2 Technical Attainment 2P1 Completion	26.40	The State Regents' Brain Gain initiative, which emphasizes degree completion, has continued to increase success in this core indicator.
Actual Level of Performance	28.55	
3P1 Placement	86.70	Business and industry advisory groups for Associate in Applied Science programs improve program relevance, which contributes to success in job placement and in the workplace.
Actual Level of Performance	91.24	
3P2 Retention	88.40	
Actual Level of Performance	92.25	
4P1 NT Participation	13.98	Improved data processes/data collection is considered to be responsible for the improved results.
Grand Total	18.90	
4P2 NT Completion	10.81	

Grand Total	13.02
-------------	-------

B. Performance Results for Special Populations and Program Improvement Strategies

Analyze the state's overall performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results. For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Secondary Indicators – Special Populations		
Core Indicator	FAUPL	Improvement Strategies
1S1 Academic Attainment	93.86	Initiated a statewide implementation of KeyTrain, which provides curriculum to assist in attaining the WorkKeys Career Readiness Certificate. The credential is based upon WorkKeys assessment. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.
Individuals with Disabilities	93.62	
Economically Disadvantaged*	92.46	
Single Parents	91.13	
Displaced Homemakers	100.00	
Limited English Proficient	90.52	
Nontraditional Enrollees	94.12	
1S2 Technical Skills	63.92	The development of a new data collection system has been initiated and a more consistent count should result from this system. Technical assistance and in-service will continue to clarify data codes for this indicator.
Individuals with Disabilities	60.00	
Economically Disadvantaged*	57.26	
Single Parents	46.39	
Displaced Homemakers	83.33	
Limited English Proficient	54.59	
2S1 Completion	93.86	Continue to emphasize extra support in the areas of guidance and academic enrichment for special population students. Initiated a statewide implementation of KeyTrain, which leads to the WorkKeys Career Readiness Certificate. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.
Individuals with Disabilities	93.62	
Economically Disadvantaged*	92.46	
Single Parents	91.13	
Displaced Homemakers	100.00	
Limited English Proficient	90.52	
3S1 Placement	94.82	The results for this indicator continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system. More support will be given this core indicator because of state staff being assigned to placement activities.
Individuals with Disabilities	91.04	
Economically Disadvantaged*	93.12	
Single Parents	90.64	
Displaced Homemakers	100.00	
Limited English Proficient	92.16	
4S1 NT Participation	33.52	The transition from programs to courses will open more opportunities for the nontraditional students to participate and complete the career majors. In addition, more emphasis has been placed on the GirlTech e-mentoring project. Also a redesign of the curriculum to better address the needs of the nontraditional student continues to be a priority for Oklahoma CareerTech.
Individuals with Disabilities	29.99	
Economically Disadvantaged*	33.77	
Single Parents	28.07	
Displaced Homemakers	33.33	
Limited English Proficient	37.92	
4S2 NT Completion	30.40	
Individuals with Disabilities	25.06	
Economically Disadvantaged*	29.65	
Single Parents	28.83	
Displaced Homemakers	50.00	
Limited English Proficient	32.92	
Nontraditional Enrollees	30.08	

*Economically Disadvantaged – Many times the source for this information is the free and reduced lunch counts. Because of privacy restrictions from the Department of Agriculture, the secondary economically disadvantaged data is difficult to obtain.

Adult Indicators – Special Populations

Core Indicator	FAUPL	Improvement Strategies	
1A1 Academic Attainment	80.95	Initiated a statewide implementation of KeyTrain, which provides curriculum to assist in attaining the WorkKeys Career Readiness Certificate. The credential is based upon WorkKeys assessment. Continued to increase emphasis on assessment and career guidance along with a stronger emphasis on contextual academic support.	
1A2 Technical Attainment			
2A1 Completion			
Individuals with Disabilities			82.26
Economically Disadvantaged			85.18
Single Parents			83.61
Displaced Homemakers			85.09
Limited English Proficient	83.96		
Nontraditional Enrollees	83.85		
3A1 Placement	92.22	The results continue to be positive with the increased implementation of the OKCIS and the partnership created between Oklahoma Employment Security Commission (OESC) and the OKCIS system. The technology centers and comprehensive schools are encouraged to provide additional support for individuals in the special populations. More support will be given this core indicator because of state staff being assigned to placement activities.	
Individuals with Disabilities	88.28		
Economically Disadvantaged	90.59		
Single Parents	90.00		
Displaced Homemakers	87.63		
Limited English Proficient	88.44		
Nontraditional Enrollees	94.13		
3A2 Retention	72.07	The career guidance and assessment for specific programs/courses with adult students are receiving greater emphasis.	
Individuals with Disabilities	72.96		
Economically Disadvantaged	77.88		
Single Parents	81.14		
Displaced Homemakers	79.86		
Limited English Proficient	68.79		
Nontraditional Enrollees	77.24		
4A1 NT Participation	14.52	Training, to include tools such as KeyTrain, Beginning Language for the LEP, and other resources, is scheduled for those who assist with the adult nontraditional student career decisions. Additional interaction and attention will be available for the less successful students within these populations. A redesign of the curriculum to better address the needs of the nontraditional student and an emphasis regarding the services for the LEP students, which includes accessing community resources to support the services to the LEP students, continues to be a priority for Oklahoma CareerTech.	
Individuals with Disabilities	18.03		
Economically Disadvantaged	13.83		
Single Parents	16.73		
Displaced Homemakers	12.28		
Limited English Proficient	12.90		
Nontraditional Enrollees	11.99		
4A2 NT Completion	13.60		
Individuals with Disabilities	17.93		
Economically Disadvantaged	13.34		
Single Parents	16.07		
Displaced Homemakers	10.13		
Limited English Proficient	11.11		
Nontraditional Enrollees	11.99		

Postsecondary Indicators – Special Populations

Core Indicator	FAUPL	Improvement Strategies
1P1 Academic Attainment	26.40	N/P – Oklahoma higher education institutions have not collected these data in the past. Enrollment data for Fall 2005 were collected for special population categories; however, since this Core is tied to the 2004-05 graduates, special population results are not yet available.
1P2 Technical Attainment		
2P1 Completion		
Individuals with Disabilities		
Economically Disadvantaged		
Single Parents		
Displaced Homemakers		
3P1 Placement	86.70	N/P – Oklahoma higher education institutions have not collected these data in the past. Enrollment data for Fall 2005 were collected for special population categories; however, since this Core is tied to the 2004-05 graduates, special population results are not yet available.
Individuals with Disabilities		
Economically Disadvantaged		
Single Parents		
Displaced Homemakers		
Limited English Proficient		
Nontraditional Enrollees		
3P2 Retention	88.40	N/P – Oklahoma higher education institutions have not collected these data in the past. Enrollment data for Fall 2005 were collected for special population categories; however, since this Core is tied to the 2004-05 graduates, special population results are not yet available.
Individuals with Disabilities		
Economically Disadvantaged		
Single Parents		
Displaced Homemakers		
Limited English Proficient		
Nontraditional Enrollees		
4P1 NT Participation	13.98	Improved data processes/data collection is considered to be responsible for the improved results.
Individuals with Disabilities		
Economically Disadvantaged		
Single Parents		
Displaced Homemakers		
Limited English Proficient		
Nontraditional Enrollees		
4P2 NT Completion	10.81	
Individuals with Disabilities		
Economically Disadvantaged		
Single Parents		
Displaced Homemakers		
Limited English Proficient		
Nontraditional Enrollees		

C. Definition of Vocational Concentrator and Tech Prep Students

Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous year.

Vocational Participant

A student enrolled in at least one occupational course

Vocational Concentrator

A student enrolled in an ODCTE approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education and/or advanced training.

Vocational Completer

A student who has completed: 1) at least 85% of the state identified, industry validated or nationally approved competencies for the total program, and 2) passed all performance standards and written exam(s) to the specific occupational competencies and/or passed at least one national certification or licensure in their related field; and 3) did not enroll in the program again this year.

Tech Prep Student*

- (1) The student has chosen a Career Cluster from those that have been identified, developed, and implemented by the Tech Prep consortium.
- (2) The individual student plan of study has been developed with the assistance of a counselor, advisor, or another person familiar with the Tech Prep mission. The parent or guardian must be given the opportunity to participate in the plan development. The individual plan of study must consist of a non-duplicated sequence of courses linking secondary education to postsecondary education and may include a work site experience component including a youth or registered apprenticeship.
- (3) The Career Cluster chosen by the student requires technical preparation.
- (4) The plan of study for the Career Cluster chosen by the student results in a postsecondary outcome such as licensure, certification, or an associate/baccalaureate degree.

*A new state definition of a Tech Prep student was developed in FY2000 based on federal criteria. The new definition specifically addresses a planned sequence of study in a technical program resulting in a postsecondary outcome that will adequately prepare Tech Prep students for the workforce. Oklahoma Tech Prep consortia are currently implementing programmatic changes to meet the definition requirements. As a result Tech Prep consortia reported a decrease in the number of actual Tech Prep students in FY2002.

D. Measurement Approaches

For each of the sub-indicators of performance, provide your measurement approach and definitions for the number and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year.

Subindicator	Measurement Approach	Measurement definition
1S1	High School Graduation	<u>Number of 12th grade ct graduates</u> Number of 12 th grade ct enrollees
1S2	Program Completion	Number of secondary occupational program enrollees who have <u>completed an occupational program in the reporting year</u> Number of secondary occupational program enrollees in the reporting year (minus retention)
2S1	High School Graduation	<u>Number of 12th grade ct graduates</u> Number of 12 th grade ct enrollees
3S1	State/Local Administrative Data	<u>Number of secondary students placed</u> Number of secondary student completers
4S1	State/Local Administrative Data	<u>Number of NT male plus NT female secondary enrollees</u> Number of total secondary enrollees in NT programs
4S2	State/Local Administrative Data	<u>Number of NT male plus NT female secondary completers</u> Number of total secondary completers in NT programs
1A1/1A2	Program Completion	<u>Number of adult program completers</u> Number of adult enrollees minus retention
2A1	Program Completion	<u>Number of adult program completers</u> Number of adult enrollees minus retention
3A1	State/Local Administrative Data	<u>Number of adult students placed</u> Number of adult completers
3A2	State/Local Administrative Data	Number of adult students retained in <u>placement</u> Number of adult students placed
4A1	State/Local Administrative Data	<u>Number of NT male and NT female adult enrollees</u> Number of total adult enrollees in NT programs
4A2	State/Local Administrative Data	<u>Number of NT male and NT female adult completers</u> Number of total adult completers in NT programs
1P1/1P2	Program Completion	<u>Number of AAS degrees awarded</u> Number of enrollees in cohort of freshmen during the six-year period
2P1	Program Completion	<u>Number of AAS degrees awarded</u> Number of enrollees in cohort of freshmen during the six-year period

3P1	State/Local Administrative Data	Number of AAS graduates employed in Oklahoma Number of AAS graduates
3P2	State/Local Administrative Data	Number of graduates employed or retained in higher education Number of total AAS graduates for
4P1	State/Local Administrative Data	Number of NT AAS Students Number of total students in NT programs
4P2	State/Local Administrative Data	Number of NT AAS graduates Number of total graduates in NT programs

E. Improvement Strategies for Perkins Accountability Data

Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of Oklahoma’s Perkins accountability data.

The Information Management Division is a member of the ODCTE audit team, which reviews 20% of the technology centers each year. During the audit the completion/follow-up reports for the district are reviewed. Annual workshops are offered to assist with the corrective actions for improvement of the data quality. As a result of comments during the annual workshops, an Internet process has been implemented to enable the review of data to promote quality.

The Oklahoma State Regents, Strategic Planning and Analysis division will continue to review and work with higher education institutions receiving Perkins funds to improve the response rate, timeliness, and accuracy of special population identification survey results.

V. Monitoring Follow-Up

If your state received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your state was required to take, as well as any suggested improvement strategies that the state elected to complete.

In May 2006 the Office of Vocational and Adult Education (OVAE) conducted a monitoring visit in Oklahoma. During the exit interview, preliminary recommendations included promoting increased innovation and flexibility and requiring continuous adjustments to subrecipient uses of funds. These recommendations are scheduled for implementation in FY08. The Oklahoma Department of Career and Technology Education has not received the official OVAE report.

VI. Workforce Investment ACT (WIA) Incentive Grant Award Results

If your state received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your state did not use a portion of the funds for Perkins-related activities, please indicate.

By collaborative agreement, the Oklahoma Department of Commerce proposes to utilize the funds provided through the 2004 Section 503 Incentives Grant to fund enhancements of the statewide activities listed below. This funding will ensure the continuation and more in depth development of these innovative processes. All of these projects are being done in collaboration with agencies responsible for achieving performance goals that qualified for this grant and are allowable under WIA, Perkins and Adult Education funding guidelines. All projects are designed to drive agency services together for the benefit of clients and business. These efforts will further enhance collaboration, eliminate duplication and facilitate performance outcomes. They are innovative in that they are taking advantage of technology and new service delivery strategies that will provide more efficient, effective, and streamlined services to both business and individual citizens of the state.

First, *Career Ready Certificates* are portable skills credentials, which are easily and nationally recognized, and can be used to facilitate job placement, retention, and advancement in our mobile society. The certificate is based on the WorkKeys assessments.

This project has been the vision of both the Governor’s Council for Workforce and Economic Development and the Workforce Solutions Staff Team. WSST is comprised of key representatives from all federally funded partners and serves as an advisory committee to the Governor’s Council. Career Ready Certificates are the result of the combined efforts of these teams, particularly education, workforce, and economic development. This funding will potentially allow the state to move from pilot to implementation of this system and make a determination regarding its value as a demand-driven tool for business.

Second, Oklahoma’s *Business Services Teams* include partners from multiple agencies and community organizations who work together to develop common processes and implement a unified plan to address the individual needs of businesses in each of our 12 Workforce Investment Areas. Each of these teams is functioning within the state vision of regional economic development activities and goals.

Business Services Teams are representatives of local organizations and state agencies who know the local business climate and often know the business owners in their areas. Services are delivered on a personal level and contact is continuing until business needs are met. This effort has already resulted in cooperation and collaboration among WIA Title I, AEFLA, Perkins Act, and community agencies and organizations. This funding will potentially allow the state to build additional capacity in these local teams to make them more value-added to business.

Third, *Centers of Excellence* are flagship institutions that build and sustain Oklahoma's competitive advantage. Each Center will service all industries but will target the industry that drives the region's economy and is built upon a reputation for fast, flexible, quality education and training programs. A targeted industry is identified as one that is strategic to the economic growth of a region or state.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy. The goal is to develop career pathways within these industries that will ensure a continued supply of skilled workers. This will become a key support for economic development efforts within the state.

Partners within these centers will include business brokers, rural specialists, higher education, career specialists, community development groups, adult education, manufacturer's extension agents, workforce specialists, WIB service providers, economic development specialists, Career Technology Centers, industrial coordinators, and counselors. They will operate in coordination with the Local Workforce Investment Board and serve as access sites across the state. This funding will potentially allow the state to pilot this concept and to develop career pathways with industry input through innovative processes such as skills panels.

Fourth, a Web-based *Career Management System* will be implemented. This tool is seen as a way to bring partners together virtually and provide joint services through a single web-based system. It will also provide a virtual link between workforce and economic development. This system will allow the state to offer quality access to quality services to more people with leveraged resources. A few of the functions and features of this management system include:

- Integrated career assessment and interest inventories
- Integrated portfolio and resume-building functions for Oklahoma citizens
- Integrated career exploration/ career decision making components
- Integration of Oklahoma's JobLink or similar job posting/job matching database
- Connections between skills gaps and training opportunities
- Career Planning templates for secondary students
- Employer hiring tips and related labor market information
- Employer access to client information, with client permissions
- Financial aid information, forms, and applications
- Virtual tours of postsecondary campuses and on-line enrollment
- Provision of information to Spanish-speaking individuals

Additional components can be added as needed and funding is available. This funding will potentially allow for continued development and expansion of this vital virtual tool.

Oklahoma Program Improvement Plan

Progress Report

After notification that special populations data for postsecondary students would be required, an action plan was developed and submitted to OVAE. The action plan was approved in a September 19, 2005, correspondence.

All actions that were scheduled for completion by November 2005 and October 2006 have been accomplished. In 2005, presidents and institutional staff were advised of the need to identify special population students and were provided with a survey instrument, reporting instructions, and background information. Survey responses from all participating institutions were received by the State Regents and have been used to compile program year seven enrollment and core indicator performance results, with the exception of core indicators tied to an entry cohort. Since special population students were first identified in Fall 2005, special population entry cohorts for prior years are not available.

Additionally, on July 5, 2006, presidents of participating institutions were advised of the need for identifying special population students and forwarding such data to the State Regents for use in compiling performance results for program year 2006-2007.

APPENDIX A

**Financial Status Report for State Basic Grant
and Tech Prep Grant Programs**

**Financial Status Report for State Administered
Vocational Education Programs**

The Financial Status Reports with original signatures have been forwarded to
Andrew Johnson, Monitoring Liaison for Oklahoma

APPENDIX B

Vocational-Technical Education Enrollment Reports
State of Oklahoma
Program Year 2005-2006

APPENDIX C

Vocational-Technical Education Accountability Reports
State of Oklahoma
Program Year 2005-2006