

FY 2008

State of Oklahoma

Consolidated Annual Performance,  
Accountability, and Financial Status Report

for the

Carl D. Perkins

Career and Technical Education Act of 2006

Oklahoma Department of Career and Technology Education  
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Stillwater, Oklahoma 74074-4364

**PART B: NARRATIVE PERFORMANCE INFORMATION**

**1. Implementation of state leadership activities**

**Section 124(b) and (c) of Perkins IV describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State’s major initiatives and activities in each of the required areas, as well as any of the permissible areas that your State has chosen to undertake during the program year.**

**A. Required Uses of Funds**

<p><b>1. Conducting an assessment of the vocational and technical education programs funded under Perkins IV</b></p>
<p>Eligible recipients must include descriptions of programs and services in annual local applications and performance reports. As the Oklahoma career and technical education (CTE) system transitions from offering “programs” to an instructional framework based on courses and pathways, eligible recipients are required to use state and/or local labor market information to identify and target high-skill, high-wage, and high-demand occupations and provide examples of local sequences of courses in the targeted pathways.</p> <p>Guidance and counseling activities are delivered through student services and career curriculum, individual planning and advisement, and CTE system support. These services assist students with implementing individual plans of study and creating portfolios and provide job shadowing and mentoring opportunities.</p> <p>ODCTE staff reviewed this information and evaluated the planned use of funds, local work plan, and associated outcomes for each eligible recipient. ODCTE used this opportunity to provide technical assistance directly to eligible recipients and as input for developing its in-service and professional development agenda.</p>
<p><b>2. Developing, improving, or expanding the use of technology</b></p>
<p>The use of computer/digital technology and laboratory modules has improved and enriched classroom instruction across a wide array of clusters, pathways, and courses. Local eligible recipients used funds to acquire/enhance innovative equipment technologies and training modules in such fields as alternative agriculture processes, automated manufacturing, graphic communication, information technology and security, electronic gaming, health care, hospitality/tourism, and networking.</p> <p>ODCTE provides direct support for the use of technology to local schools. The CareerTech Learning Network (CTLN) delivers a variety of instructional resources such as online courses, customer support, and other IT services used in state-of-the-art classrooms, labs, and schools. CTLN includes an interactive portal site that links customer/instructor to a variety of educational experiences from the classroom, business, or home. CTLN offers a turnkey suite of tools that encompasses learning management, digital repository management, and student information management. The Learning Center at ODCTE contains wireless laptops, SmartBoard technologies, and H.323 distance learning technology. The Center is often used to host training activities sponsored by ODCTE, as a location to view webcasts, or for ODCTE to participate in interactive distance training.</p> <p>The Testing Division delivered over 75,000 assessments (traditional, high stakes, CTSO, and life skills) using the ODCTE online testing system, Perception Questionmark. The</p>

Curriculum and Instructional Materials Center (CIMC) and Multistate Academic and Vocational Curriculum Consortium (MAVCC) at ODCTE actively work to provide the most current curriculum and instructional technologies. This includes:

- Working with two online delivery partners - iThryve and TRI to produce online financial literacy modules.
- Using the ICAT and ALCA systems to work with committee members when reviewing curriculum products.
- Providing a CD with curriculum products, including Internet resources, PowerPoints, etc.
- Providing instructor's manuals in CD version.
- Working with local school districts to provide modules of curriculum for local delivery systems, such as Blackboard.

**3. Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.**

ODCTE provides technical assistance on an on-going basis to administrators, instructors, counselors, and student services personnel. Professional development opportunities were provided to teachers, counselors, and administrators covering literacy, mentor coaching, handheld device usage, sixteen Career Clusters implementation, and various other topics related to instruction and the use of technology. Much of this support was provided by individuals who work directly with school personnel.

In addition to individual support, ODCTE sponsored several programs to provide professional development to groups of CTE professionals. At the annual CTE Summer Conference held in August, more than 275 different sessions were provided for CTE administrators, teachers, counselors, and other staff covering multiple topics and current best practices.

ODCTE sponsored professional development programs targeted at future CTE leaders through Leadership CareerTech and TechCap. Participants attended these sessions to network with other professionals, participate in focused learning activities, discuss current issues in CTE, and learn about the Oklahoma CTE five delivery systems: technology centers, comprehensive high schools, skills centers, CareerTech learning network, and onsite for business and industry clients.

In addition, guidance counselors and student services were provided professional development opportunities covering cluster implementation, counseling, assessment, job search, and numerous other topics.

### Technical and Professional In-service Activities

During FY2007-2008 (July 1, 2007-June 30, 2008), 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
<b>Occupational Divisions</b>			
Agricultural Education	25	13333	14172
Business, Marketing & Information Technology Education	22	603	10103
Family and Consumer Sciences Education	27	1145	10503
Health Careers Education	7	704	9200
Technology Education	2	260	6300
Trade and Industrial Education	2	38	1162

<b>Additional Workshops</b>			
Adult and Career Development	N/A	N/A	N/A
Federal Legislation	5	205	548
Guidance/Career Information/Career & Academic Connections	19	254	761
Innovative Initiatives and Services	8	1620	14900
Instructional Services	2	142	402
BIS/OBAN	31	471	9449
Regional Administrators	2	53	848
Skills Centers Division	5	69	276
TANF	N/A	N/A	N/A
Technology Center Services	7	118	1656
University of Tulsa Mobile Lab	N/A	N/A	N/A
Testing	N/A	N/A	N/A

#### 4. Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

As previously noted, Oklahoma CTE is transitioning from “programs” to courses and pathways. Under the programs paradigm, appropriate academic skills are integrated into curriculum and designated for students/teachers through the use of icons. ODCTE launched a curriculum framework project to utilize the Career Cluster knowledge and skills framework and offer a model sequence of courses instead of the traditional CTE programs. This instructional framework will strengthen the academic foundation of CTE instruction and improve curricula for both academic and technical skills.

The CIMC and Testing divisions at ODCTE developed curriculum and assessments crosswalked to Oklahoma PASS Skills. In instances where the match is strong, ODCTE works to gain recognition for academic credit for specific products/courses. Three new products were developed this year with strong academic focus: 1) Life Skills – Personal Financial Literacy with math emphasis, 2) Chemistry of Food with science emphasis, and 3) Touring Oklahoma with history/social studies emphasis.

During 2007-08, eight technology centers became part of the *Technology Centers That Work* instructional improvement process led by the Southern Region Education Board (SREB). Many individuals from these technology centers attended the *High Schools That Work*

annual conference as a team, focusing on raising student achievement. These technology centers focused on instructional reform, particularly on strengthening the academic and technical skills of students in the areas of numeracy, literacy, and setting high expectations. Thirty-one high schools across the state are *High Schools That Work* sites.

**5. Providing preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skills, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.**

A partnership formed with NAPE Foundation, Inc. to participate in the STEM Equity Pipeline grant will provide ODCTE access to leading research and best practices to broaden the participation of girls and women in all fields of science, technology, engineering, and mathematics (STEM) education. This partnership is the central piece of the ODCTE strategy to meet the performance levels for indicators 6.S.1, 6.S.2, 5.A.1, and 5.A.2.

Oklahoma is one of the first five states chosen to be a recipient of services from this grant. ODCTE formed a state leadership team as required by the grant. The state leadership team attended training in Arlington, Virginia, where they received an in-depth overview of resources available from the grant and the five-step process of implementation. At the conclusion of the training the team submitted an implementation plan that may be altered as determined by the five-step process, which is described as follows:

1. Describe state and school/college performance on the core indicators by comparing performance levels between schools/colleges, student populations, and programs over time. This step uses summary statistics and basic graphs and charts to document performance and identify improvement priorities.
2. Analyze performance data and use additional information and methods to determine the most important and most direct causes of performance gaps that can be addressed by improvement strategies and specific solutions. This step encourages states to use multiple methods to identify and evaluate potential causes and select a few critical root causes as the focus of improvement efforts.
3. Identify and evaluate potential solutions to performance problems, including both improvement strategies and program models, by reviewing and evaluating the underlying logic of these solutions and the empirical evidence of their effectiveness in achieving performance results.
4. Conduct pilot testing and evaluation of solutions. This step presents practical yet rigorous methods and tools for evaluating solutions before full implementation at the state or institutional levels.
5. Implement fully tested solutions based on plans that evaluate the success of the solution in reaching the expected performance results. This step also addresses how to use evaluation results to plan the next steps in state and local improvement efforts.

The State Leadership Team identified local teams and hosted a day of planning. The local teams were asked to incorporate STEM Equity information in all of their future in-service events. Each local team then submitted its implementation plan to the State Leadership Team. Implementation of these plans will continue and expand in FY 2009.

The GirlTech E-Mentoring program is for female students pursuing pre-engineering or other nontraditional occupations. Students are matched with female professionals in the same field,

provided job shadowing opportunities, and participate in activities that support job search, job placement, and job retention in nontraditional fields. The program was transitioned to a supplemental incentive grant format in FY 2008.

**6 Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study.**

Collaboration between educational agencies continues as the Oklahoma “Achieving Classroom Excellence” (ACE) legislation is fully implemented. Through the work of a statewide ACE Committee, alternatives for end of instruction assessments (EOI) required in seven academic courses are being explored.

SREB has been asked to provide recommendations concerning the rigor of employer recognized technical assessments. The state hopes to explore the possibility of using those assessments as valid and relevant alternative assessments for academic course EOIs.

Collaborative work with the Oklahoma Governor’s Council for Workforce and Economic Development continues to strengthen the focus of aligning CTE education and training with the industry sectors identified to help grow Oklahoma. Templates for plans of study have been created and posted on the ODCTE website for Career Clusters and pathways. These templates have identified academic and technical courses recommended in technical programs of study (career majors). Oklahoma workforce statistics are updated on this website to help identify high-skill, high-wage, and high-demand career options.

Through this work, a state economic development strategic plan continues to be strengthened and revised using subcommittees focused on educational alignment, transitions such as upskilling the existing workforce, and recruitment and retention. A recent study done by Oklahoma State University Economist, Mark Sneed, has shown that the Oklahoma CareerTech System increased profitability for more than 6,900 state companies in 2008.

**7. Serving individuals in state institutions**

During FY 2008, federal funds totaling \$160,830 were used to ensure that students had a smooth transition from incarceration to the world of work. This sum was used to fund two Skills Centers Transition Coordinators who worked directly with students to reintegrate into the community after their release.

**8. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations**

Many partnerships and events have been established to enhance the opportunities for special population students. These include:

- Oklahoma Association of Higher Education and Disability Spring and Fall Conferences
- IDEA/B State Advisory Panel
- Oklahoma Transition Council Annual Conference and quarterly team leader meetings
- CareerTech Skills Centers to enhance professional development of the Drop-Out Prevention Project instructors
- Special Education Division of the Oklahoma State Department of Education to provide paraprofessional training

Specific in-services offered for educators who interacted with special population students

include:

- Just-in-Time Training
- Annual CTE Summer Conference
- VIP workshops for secondary counselors to update and assist with career related activities. Workshops were held throughout the year to inform administrators/instructors of procedures that enhanced career development for all students. At these workshops, presentations were offered that focused on students with special populations.
- Online resources emphasizing students with disabilities were developed, and collaborative efforts with other agencies and organizations were enriched.
- Presentations made at the Oklahoma Transition Council annual conference, the CTE Summer Conference, and the mid-year conference, were made available online.
- Presentations and specific technical assistance were given to technology centers and partner schools.
- Blueprints were reviewed for technology center additions in order to ensure physical access.
- A statewide civil rights workshop was developed and hosted by ODCTE to ensure quality services and access to special populations.
- A supplemental grant opportunity was developed and targeted to special populations that incorporated hands on technology into learning experiences.

#### **9 Offering technical assistance for eligible recipients.**

The state Perkins Coordinator and Federal Legislation Assistance staff provided technical assistance to eligible recipients throughout the year with fiscal issues, refinement of local plans, oversight of monitoring, and coordination of improvement plans through direct support, small group presentations, electronic/teleconference communication, webinars, and ODCTE website postings.

ODCTE personnel, including program specialists, regional administrators, guidance/counseling specialists, and technology center field service coordinators, worked with eligible recipients to assist them with transition to Career Clusters, provided onsite technical assistance, conducted onsite evaluations and monitoring, and assisted with other program and project needs throughout the year.

The state Tech Prep Coordinator, Equity Specialist, Civil Rights Coordinator, Science, Technology, Engineering and Math (STEM) Specialist, and Guidance Specialists also provided technical assistance in those specific areas as well as assisting with the local plan reviews. The Oklahoma State Regents for Higher Education (OSRHE) assisted the ODCTE with support for eligible collegiate recipients.

## **B. Permissible Uses of Funds**

### **1. Improving career guidance and academic counseling programs.**

Resources were developed around Career Clusters and counselors' roles in implementation of Career Clusters. Resources included:

- Paper and online career activity file that focused on Cluster implementation
- Sample online Cluster plans of study
- Career Cluster awareness magazine

- Cluster implementation PowerPoint
- Revised Career Connections magazine for secondary/adult students.

Professional development opportunities included:

- New Student Services/Academic Teacher Academy
- Summer Conference, Mid-year Update
- Counselors-Only Conference
- Cluster Implementation Academy
- Regional OKCIS trainings
- Civil Rights Workshop
- Numerous presentations at other conferences not sponsored by ODCTE.

**2. Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.**

The Alliance partnerships between technology centers and institutions of higher education are transitioning from pilot project to full implementation. All 29 CTE technology center districts now participate in the Alliance project, which provides a seamless transition for technology center students (secondary and adult) to a postsecondary degree program. CTE students who have met the college entrance criteria earn immediate college credit for an \$8/credit hour transcript fee. Technology center and college partners align their agreements to support a statewide transfer matrix being developed for technical studies courses to ensure transferability across all state higher education institutions.

**3. Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs.**

ODCTE provides numerous activities in regard to the transition of sub-baccalaureate CTE students into baccalaureate programs. Currently CareerTech is offering the pre-engineering and biomedical Project Lead the Way curriculum. The pre-engineering and biomedical programs prepare students to take advantage of the many career opportunities available in the engineering and biomedical areas. Project Lead the Way programs are hands-on, project-based, and problem-based curriculum. The curriculum engages students in the key elements and skills of engineering/biomedical-technology-based careers. The curriculum provides a solid foundation and prepares students to successfully transition to postsecondary educational opportunities in the engineering and biomedical fields.

ODCTE supports school improvement efforts aimed at increasing the number of Oklahoma students who pursue and complete postsecondary credentials, licensure, and degrees that are critical to the state's economic vitality and growth.

**4. Supporting career and technical student organizations**

The ODCTE supports career and technical student organizations (CTSO) by funding 10 FTE with non-federal funds 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 these seven organizations. The agency also funded the independent audits of each of the CTSOs. Additionally, the agency indirectly funded multiple state staff hours in assisting at annual CTSO state conferences by serving as judges in competitive events, participating in simulated job interviews, and providing administrative support.

**5. Supporting public charter schools operating career and technical education programs.**

There were no public charter schools in Oklahoma with CareerTech programs.

**6. Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter**

At the local level, instructors are provided job shadowing and internship opportunities throughout the community and the state. ODCTE and local technology centers sponsored tours of business and industry, arranged guest speakers, and provided structure for frequent interaction with advisory committees and local industries.

ODCTE sponsors and supports several activities to ensure that its curricula are current. Teacher surveys are conducted statewide to identify needs for specific teacher groups. ODCTE presented information on curriculum development, emerging trends in curriculum, basic skills and national standards, and curriculum implementation strategies to teachers and to teacher education programs. A digital newsletter was e-mailed to Oklahoma teachers covering various current topics and issues in curriculum development and dissemination.

New CTE instructors in Oklahoma received a free teacher edition of the appropriate curriculum produced by ODCTE. All teachers receive a free, revised teacher edition of the appropriate curriculum when updates are completed.

Additionally, districts offered opportunities for students to gain hands-on experience through internships after school and throughout the summer. These involved specific learning activities and feedback from the worksite to the instructor. They included clinical education experiences as well as observation, practice, and assessment of industry standards. Students were also provided with work experience training modules as a part of CTE program instruction and participated in related professional conferences and workshops.

**7. Support for Family and Consumer Sciences Education programs**

Family and Consumer Sciences Education (FACSED) in-service activities included conferences, curriculum workshops, new instructor training, RealityWorks workshop, handheld computer training, and technology updates. Presenters received stipends for conferences, workshops, and training sessions.

As an integral part of FACSED programs, Family, Career and Community Leaders of America (FCCLA) provided conferences and workshops for teachers and students in such areas as volunteer service, violence prevention, financial literacy, and consumer education quiz bowl activities. These were planned, coordinated, and supervised by the Family and Consumer Sciences Education Division.

The number of Hospitality and Tourism majors available to students increased, and Culinary programs in Oklahoma continued to feed students into the state's growing tourism market. The child care sector continued to require more workers and Oklahoma, in turn, continued to work with state agencies and two-year colleges to help fill this need.

**8. Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.**

ODCTE supports the work of the Oklahoma Governor's Council for Workforce and

Economic Development in their identification of critical industry sectors for the growth of Oklahoma's economy and individual wealth creation. This work comprises industry sector leadership as well as multiple Oklahoma agencies and staff. The top four industry sectors thus far are: advanced manufacturing, aviation, energy, and health care. ODCTE identified strategies to support training in these clusters through the Career Clusters framework. This initiative continued to be a catalyst for the Oklahoma CTE system to establish seamless education transitions. ODCTE partnerships with the State Department of Education (SDE) and the Oklahoma State Regents for Higher Education (OSRHE) continued to build a seamless educational system to create a talent pipeline for Oklahoma with an emphasis on supplying targeted industries with a capable workforce. Strategies are being formed to recruit students, provide additional training/education programs, and "fast-track" students to meet the critical workforce needs of industry.

ODCTE and OSRHE collaborated to create Alliance Agreements implemented through local partnerships to align secondary and postsecondary CTE and award immediate, transcribed credit for CTE students in those programs. Tech Prep was instrumental in the development of the state alliance project, which facilitates a dual enrollment status for technology center students (secondary and adult) enrolled in these cooperative programs. The cost to the student is \$8 per credit hour. Tuition and fee savings to Oklahoma families for 2007-08 was estimated at \$6 million.

**9. Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.**

Oklahoma CTE is strengthening the curriculum framework that was developed by using the national Career Cluster knowledge and skills. New course sequences called career majors have been identified by clusters and pathways. Course development guides for each course are posted on the ODCTE website and feature course titles, descriptions, knowledge and skills to be taught, accountability measures, and resources. The framework has helped ODCTE strengthen existing CTE offerings, and develop new offerings that address 15 of the 16 Career Clusters.

Career academies have been developed in the STEM and Manufacturing clusters. These academies include a model sequence of technical courses as well as rigorous mathematics and science courses. These academies include pre-engineering, biomedical sciences, biotechnology, and advanced manufacturing. Career academies are one of the strategies developed to support the work of the state's Governor's Council for Workforce and Economic Development and their identification of industry sectors that are critical for growing Oklahoma's economy such as health care, aerospace, advanced manufacturing, and energy.

**10. Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV.**

ODCTE set aside 10 percent of the funds available to eligible recipients for the purpose of encouraging growth and innovation in areas such as technology, new and emerging industries, improved academics, and career guidance and awareness. The grants were available to secondary and postsecondary eligible recipients that met the requirements of using Perkins funds. Grants available for application were:

- Career Academy
- Career Guidance and Advisement

- Gateway To Technology (PLTW-based)
- High Schools That Work
- Mentoring for Under-represented Students (formerly known as Girl Tech)
- Postsecondary Transitions
- Priority Career Majors
- Summer Bridge Program (academic improvement for students entering 8<sup>th</sup> and 9<sup>th</sup> grades)
- Technology Centers That Work
- Tech-Now (Students with disabilities, through the use of computer software, hardware, and related technologies, create projects that help them to explore the requirements needed to attain careers corresponding to their individual interests.)

Incentive grants are awarded on a competitive basis. Descriptions of the grants and instructions for eligible recipients are posted on the ODCTE website. Review teams made up of CTE professionals are established for each incentive grant. Applications are scored by the team using a rubric that is specific to the grant. Each incentive grant has a grant manager to oversee the review/award process and provide technical assistance throughout the award period.

### **11. Providing activities to support entrepreneurship education and training.**

Oklahoma CTE worked to create a new curriculum framework using the national Career Cluster model. This framework guides the CTE transition from programs to a model sequence of courses called Career Majors.

In the Marketing Sales and Service Career Cluster, multiple entrepreneurship opportunities exist. Course titles include “Entrepreneurship Awareness” and “Advanced Entrepreneurship.” The capstone experience for pre-engineering students in the STEM Career Cluster is called “Engineering Design and Development.” It is designed to challenge students to identify a problem, do extensive patent searches to find existing solutions, and design and develop a new problem solution. This provides students with multiple opportunities to learn skills involved with entrepreneurship and successfully moving from idea to market.

Oklahoma students also participate in student organizations such as Business Professionals of America (BPA) and DECA, which provide opportunities for students to participate in competitive events that are related to entrepreneurship. One example of such an event is the competitive judging of business plans developed and presented by students. The judges of these events are often business owners and business development professionals who have been through this process in real life.

### **12. Providing career and technical education programs for adults and school dropouts to complete their secondary school education.**

The CareerTech Skills Centers administered seven dropout recovery programs across Oklahoma. These programs served 451 females and 488 males for a total of 939 students. Of these students, 917 enrolled to pursue a high school diploma, and 22 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, 314 earned a high school diploma, 29 earned a GED, 330 obtained employment, 21 entered the military, and 30

enrolled in postsecondary education. Prior to entering their junior year of high school, 497 of these students had dropped out of school.

**13. Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs**

Job placement is an administrative standard used by ODCTE as part of the technology center accreditation process. Technology centers are required to ensure that students are properly placed in an instructional program with respect to their interests, goals, and purpose for attending the school and that they receive information and counseling to develop strategies to overcome gender bias, stereotyping, and any form of discrimination. ODCTE also requires that technology center student services personnel are assigned duties consistent with their specific professional training. Training programs are monitored for retention, completion, and appropriate placement in employment or continuing education to ensure that students receive proper support to achieve their career goals. An advisory job placement committee was formed to help share job placement best practices across the state.

ODCTE provided Oklahoma Career Information System (OKCIS) training on using its avenues for employability skills, soft skills, and job bank links. In addition to this training, the job search guide “Through the Jungle” was revised.

Other efforts were directed at the use of information technology to facilitate career planning and job search. This included the development of draft pathway plans of study that are placed online. These plans are designed to help comprehensive schools and technology centers customize plans of study in order to better show students the options available to them and the education needed to pursue a career in that pathway. Addressing another aspect of today’s job search, ODCTE offered specialized training focusing on developing online resumes.

**14. Developing valid and reliable assessments of technical skills.**

ODCTE develops skills standards and competency assessments that are aligned with national industry certification standards, state certification/licensure requirements, or state industry requirements. In 2007-08, ODCTE maintained skills standards and technical skills assessments for more than 130 occupations/career majors. During that same period, the ODCTE delivered 39,737 competency assessments and 7,981 high-stakes certification tests.

**15. Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes**

ODCTE is creating a new data collection system that will facilitate the adoption of a new instructional framework that transitions CTE from programs to career majors. As a part of this new information system, data will better reflect those students classified as “concentrators” versus those classified as “participants.” A major component of this new system is the collection of a unique student ID as assigned by the State Department of Education (SDE). ODCTE will collect this student identifier data starting with the FY 2010 school year to align data systems to include academic performance.

**16. Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.**

ODCTE regards this as a priority issue for Oklahoma CTE. ODCTE has revised its strategic

plan and incorporated a new objective to develop and implement a plan to address the teacher shortage. The CareerTech Foundation responded to this need by developing a new scholarship. In FY 2008 the CareerTech Foundation awarded 468 scholarships to students and teachers to help recruit and retain teachers in the system.

ODCTE personnel meet twice each year with teacher educators from Oklahoma universities to discuss needs at the university and department level. Science and Math certification is now accepted to teach in a Technology Engineering program. This has been a tremendous aid in finding instructors for these programs.

ODCTE sponsors a new teacher induction program to provide support to new teachers. The retention rate for the latest cohort of program participants was 87 percent.

### **17. Supporting occupational and employment information resources.**

The Oklahoma Career Information System (OKCIS) provides comprehensive career, occupational, and employment information for students developing and updating educational plans. ODCTE supports OKCIS through site license management, technical help, training, and data management and integration.

OKCIS supports lifelong career planning and promotes career self-reliance. It includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making. Over 750 sites have purchased OKCIS for their school/agency. It is used by students and clients of all ages. Most of these site licenses have been purchased with federal funds.

## **2. Progress in Developing and Implementing Technical Skill Assessments**

**Section 113(b) of Perkins IV describes the core indicators of performance for career and technical education students for which each State is required to gather data and report annually to the Department. Among the core indicators is student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See section 113(b)(2)(A)(ii) of Perkins IV.] While the Department recognizes that a State may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each State to identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State Plan: (1) the program areas for which the State had technical skill assessments; (2) the estimated percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments; and (3) the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future.**

The new instructional/curriculum framework based on Career Clusters allows for the development of curriculum and instructional methodologies focused on student learning as knowledge and skills become increasingly specific from cluster to pathway to career major. Aligning industry-recognized credentials and certifications with a model sequence of courses is central to the framework. Course development guides for each course that feature course titles, descriptions, knowledge and skills to be taught, accountability measures, and resources were posted on the ODCTE website. The framework has helped ODCTE strengthen existing CTE offerings and develop new offerings that address 15 of the 16 Career Clusters. ODCTE currently maintains skills standards and technical skills assessments for over 130 occupations

and career majors. Details for assessment program areas can be found on the Products link at the Web site [www.okcareertech.org/testing](http://www.okcareertech.org/testing).

During FY 2008, ODCTE delivered 39,737 competency assessments and 7,981 high-stakes certification tests. Beginning in FY 2009, the testing system will be able to disaggregate secondary and postsecondary testing results. This capability is in agreement with the timeline established in the Oklahoma State Plan.

In addition to the competency tests administered by ODCTE, many industry-recognized credentials and certifications are administered by third-party vendors or licensing authorities. In many cases administrative records matching to determine CTE student attainment of these credentials, licenses, and certifications is not possible. ODCTE will implement new follow-up surveys designed to provide information about specific assessments taken so that a pass rate and percentage of students taking assessments can be determined. In FY 2009, follow-up questionnaires were modified to inquire about assessments taken by each student and any credentials earned. As this process is refined, trend data for technical skill attainment will be developed.

### **3. Implementation of State Program Improvement Plans**

**Section 123(a)(1) of Perkins IV requires each State, that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under section 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the State failed to meet its State adjusted levels of performance for any of the core indicators of performance.**

Oklahoma CTE students are required to meet the same rigorous academic, graduation, and college admission requirements as all Oklahoma high school students. The Oklahoma State Department of Education (SDE) has not granted approval to ODCTE requests for administrative records matching to identify CTE students and thus disaggregate CTE academic performance results. Since ODCTE is unable to identify secondary CTE students, data reported for performance measures 1S1, 1S2, and 4S1 are and will continue to be based on all secondary students (including those who are not CTE) until such time as administrative records matching can be conducted.

The ODCTE will annually review performance data for 1S1, 1S2, and 4S1 for FY 2008 and FY 2009, and the remaining performance indicators beginning in FY 2009, for areas that fail to meet the 90 percent threshold rate. For those performance indicators not meeting the target rates, ODCTE will identify improvement strategies specific to the population(s) of interest. Strategies will include leadership activities, stakeholder collaboration, and partnerships with ODCTE agency staff, the SDE, and the Oklahoma State Regents for Higher Education

### **4. Implementation of Local Program Improvement Plans**

**Section 123(b)(1) of Perkins IV requires each State to evaluate annually, using the local adjusted levels of performance described in section 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Section 123(b)(2) of Perkins IV further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90**

**percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under section 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.**

**Review the accountability data submitted by your State’s eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year.**

ODCTE established the NCLB target performance levels for (secondary) eligible recipients as the required measure for academic attainment. SDE collects assessment data from comprehensive school districts and reports academic attainment performance levels as per NCLB requirements. However, as noted earlier, ODCTE cannot disaggregate CTE student performance from the measures reported by SDE. Until administrative records matching can be conducted in order to identify CTE students, ODCTE has no means of determining the performance data that reflects academic skill attainment of the CTE subset of all students at a local eligible recipient.

The absence of administrative records matching notwithstanding, ODCTE takes a proactive role to support the goals of NCLB and Perkins IV by requiring each secondary fiscal agent to submit, as part of the local application, a detailed and summary listing of the subpopulation academic attainment data for the district (and in the case of a consortium of districts, a listing for each district). The “Strategies for Improvement” section of the local application requires eligible recipients to include activities consistent with improving CTE student performance for mathematics, reading, and graduation rates.

## **5. Tech Prep Grant Award Information**

**Section 205 of Perkins IV requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.**

Tech Prep grants are funded through an RFP process. Tech Prep consortia are formed using the boundaries of technology center districts. Tech Prep consortia may organize as a stand-alone entity or may combine across two or more technology center districts. Consortia must have a minimum \$50,000 budget. The consortium budget may include local funding.

In FY 2008, 28 consortia were funded with Title II funds. Funding levels are determined by using FY 2007 technology center enrollment data. Each consortium starts with a base funding of \$45,000 per technology center district. Consortia qualify for additional funding based on the number and size of the technology center districts included in the consortium. Four additional funding tiers are thus established. The following summarizes the funding strategy.

Base funding of \$45,000 per technology center district, plus:

\$5,000	30-60	FTE programs per TC district
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\$10,000	61-100	FTE programs per TC district
\$15,000	101-200	FTE programs TC per district
\$20,000	201+	FTE programs per TC district

Tech Prep consortia with FY 2008 funding (*Title II funds only*):

Chisholm Trail	\$45,000	Southwest	\$45,000
Northwest	\$45,000	Eastern OK County	\$45,000
Pontotoc	\$45,000	High Plains	\$45,000
Red River	\$50,000	Western	\$50,000
Southern	\$50,000	Mid-Del	\$50,000
Pioneer	\$50,000	Mid-America	\$50,000
Caddo Kiowa	\$50,000	Meridian	\$50,000
Tri County	\$50,000	Northeast	\$55,000
Canadian Valley	\$55,000	Central Tech	\$55,000
Indian Capital	\$55,000	Moore Norman	\$55,000
Great Plains	\$60,000	Metro Tech	\$60,000
Kiamichi	\$60,000	Francis Tuttle	\$60,000
Tulsa	\$65,000	Central Oklahoma Consortium*	\$140,000

\*Central Oklahoma Consortium comprises Gordon Cooper Technology Center, Wes Watkins Technology Center and Green Country Technology Center.

Accountability data for 2006-07 Tech Prep students was collected under Perkins III in a manner not consistent with current Perkins IV accountability measures. Inconsistent application of data definitions and student accounting methodologies by Tech Prep consortia resulted in an ill-defined universe of Tech Prep students for FY 2007. Due to ODCTE efforts to improve student accounting practices and with the support of a federal definition for secondary and postsecondary Tech Prep students, the implementation of Perkins IV during FY 2008 has yielded positive results with respect to Tech Prep data quality. In FY 2009 performance benchmarks will be established using FY 2008 data. These benchmarks will be used to set minimum performance levels for each consortium.