

FY 2009

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
1500 West Seventh Avenue
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

1. Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

Eligible recipients provided descriptions of programs and services in the annual local applications and self-evaluation performance reports, and were evaluated on strategies for improvement, their associated outcomes, and the planned use of funds.

Applicants were required to identify how funded program areas met the requirements of high skill, high wage, and high demand occupations and provide examples of local sequences of courses. Applicants used state and/or local labor market information to identify appropriate uses of funds.

With an objective to increase efforts to provide comprehensive plans of study at the secondary and postsecondary levels, guidance and counseling activities focused on cluster and pathway related information. Students received opportunities to create a portfolio, interact with business and industry representatives and participate in job shadowing and mentoring programs.

2. Developing, improving, or expanding the use of technology

The Curriculum and Instructional Materials Center (CIMC) has been working with two online delivery partners, *iThryve* and *TRI*, to produce online financial literacy modules. Further, CIMC uses the *iC@t* and *ALCA* systems to work with committee members when reviewing curriculum products.

CIMC provides a CD with most curriculum products, which includes internet resources, *PowerPoint* presentations, and student consumable pages. Instructors' editions of curriculum developed by the Multistate Academic and Vocational Curriculum Consortium (MAVCC) are published on CDs. Both CIMC and MAVCC work with local school districts to provide modules of curriculum for local delivery systems such as *Blackboard*. The Testing division delivered over 77,000 assessments (traditional, high stakes, career and technical student organization contests, and life skills) using an online testing system, *Perception Questionmark*.

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.

Thirteen professional development concurrent sessions were offered at the annual ODCTE summer conference for student services personnel. These concurrent sessions were targeted to specific sessions for literacy integration, employment opportunities, technology updates, and instruction for special needs students. The Mid-Year Update provided 25 sessions covering guidance, recruitment, job placement, special needs, and academic issues. In partnership with the Oklahoma State Department of Education (SDE), the *Counselors Only Conference* was held for the eighth year in a row. This has continued to grow each year.

At the state level, leadership training was provided through *Leadership CareerTech* and *TechCap*. Participants attended these sessions to learn about the five delivery systems of CTE in Oklahoma: technology centers; comprehensive schools; Skills Centers, serving incarcerated individuals; the CareerTech Learning Network; and training provided to business and industry clients.

ODCTE staff members provided professional development opportunities to teachers, counselors and administrators. Topics covered included literacy, integrated academics, mentoring and coaching, employment opportunities, financial literacy, differentiated instruction for students with disabilities, and other topics related to instruction and the use of technology.

Technical and Professional In-service Activities

During 2008-09, CareerTech educators received technical and professional updating. Listed below are the professional improvement meetings and activities offered by the ODCTE:

In-service training provider	Workshops	Attendees	Contact Hours
Occupational Divisions			
Agricultural Education	2	495	18,800
Business, Marketing & Information Technology Education	6	579	9,885
Family and Consumer Sciences Education	22	1,710	13,760
Health Careers Education	20	794	9,891
Technology Education	7	337	912
Trade and Industrial Education	29	570	3,425
Subtotal	86	4,485	56,673

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In-service training provider	Workshops	Attendees	Contact Hours
Additional Workshops			
Guidance, Career Information, Career & Academic Connections	62	4,110	22,283
Innovative Initiatives and Services (STEM, Tech Prep)	11	1,443	2,117
Instructional Services	40	3,583	4,678
Business and Industry Services Oklahoma Bid Assistance Network	19	1,271	21,264
Regional Administrators	2	49	858
Skills Centers Division	5	167	1131
AbleTech	1	42	31
Innovative Support Services	6	343	643
Subtotals	146	11,008	53,005
Grand Total	232	15,493	109,678

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

During the 2008-09 school year, 11 technology centers were part of the *Technology Centers That Work* instructional improvement process led by Southern Regional Education Board (SREB). The technology centers focused on instructional reform, particularly strengthening the academic and technical skills of students. Areas of emphasis included numeracy, literacy, and high expectations. Many of these centers attended the *High Schools That Work* annual conference as a team, focusing on raising student achievement.

The Oklahoma Department of Career and Technology Education (ODCTE) has also launched a curriculum design project to utilize the Career Cluster knowledge and skills elements in developing model sequences of courses instead of “programs.” This project should strengthen the CTE instructional framework and improve curricula for both academic and technical skills.

Appropriate academic skills were integrated into curriculum and marked for students/teachers by icons. Three new products were developed this year with strong academic focus: *Life Skills – Personal Financial Literacy* with math emphasis; *Chemistry of Food* with science emphasis; *Touring Oklahoma* with history/social studies emphasis. CIMC and the Testing division cross-walked standards that guide the development of curriculum and assessments to Oklahoma PASS Skills. If the match is strong, CIMC and the Testing division work with occupational divisions to seek academic credit for specific

products and courses.

Academic integration is one of the accreditation standards used in the accreditation evaluation of technology centers that occurs every five years. This standard has been revised and/or strengthened yearly to correlate with federal and state legislation. A career activity file was developed around the theme of academic integration and disseminated in both print and online versions.

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 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 5-step process of implementation. At the conclusion of the training the team submitted an implementation plan that may be altered as determined by the 5-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 inservice events. Each local team then submitted its implementation plan to the State Leadership Team.

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 grant format in 2007-08 and continued in 2008-09. A *GirlTech* Coordinator toolkit was developed for the coordinators and other interested parties. The toolkit includes a time line of events, a mentor handbook, information about job shadowing, evaluations, and scholarships, with supporting information for the roles of coordinator, mentee (student), mentor, and parent.

Students use the *Oklahoma Career Information System (OKCIS)* to find wage and skill data for occupations. High wage and high skill jobs are highlighted through classroom training.

ODCTE worked with MAVCC to give input and help re-design the *Taking the Road Less Traveled* toolbox that is targeted to help recruit and retain females in nontraditional occupational programs.

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.

ODCTE continues the collaborative work with the *Oklahoma Governor's Council for Workforce and Economic Development (Governor's Council)* to align CTE education and training with the industry sectors identified to help grow Oklahoma. This year's focus has been career pathway identification and alignment to support our state's most viable industries such as aerospace, healthcare, and manufacturing.

ODCTE was also involved with a National Governor's Association project on the development of programs of study and Oklahoma focused that work on aerospace, developing an asset map of current CTE programs of study meeting the needs of that industry, and identifying gaps in existing training and education pathways for talent development. This work will continue applying the same model to other industry sectors.

Oklahoma continues to fund the economic impact studies through Oklahoma State University. Studies indicate that CareerTech graduates add \$2.4 billion annually to the economy of Oklahoma. According to studies completed in 2008-09, the entry wage of CareerTech graduates is 15% more than high school graduates; Careertech graduates are hired sooner and advance quicker in their careers than those with only a high school education. In 2008-09, the CareerTech system helped increased the profitability of more than 6,700 companies, helped Oklahoma companies secure more than \$163 million in

contracts through the Oklahoma Bid Assistance Network operating out of 17 technology centers, and provided training for over 8,100 new jobs.

Moving the Alliance Partnerships between technology centers and institutions of higher education from pilot project to full implementation continues with all 29 tech center districts now participating. The Alliance project provides a seamless transition for CTE students from secondary to post-secondary degree programs with immediate college credit granted to high school CTE students who have met the college entrance criteria for an \$8.00 transcribing fee.

Collaboration between educational agencies continues as the Oklahoma Achieving Classroom Excellence (ACE) legislation is fully implemented. Through the work of a state-wide ACE Committee, alternatives for end of instruction assessments required in seven academic courses are being explored. SREB has been asked to provide recommendations concerning the rigor of employer recognized technical assessments and the ODCTE hopes to support legislation to identify those assessments as alternative assessments for academic course end-of-instruction assessments where appropriate.

Using the Career Cluster model, Oklahoma continues to refine their CTE curriculum framework and programs of study. The templates for plans of study continue to evolve and are posted on the CareerTech web site 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 also updated on the web site to help with the identification of high-skill, high-wage, and high-demand career options. OKCIS is also another great resource for students to create a personal portfolio and document the courses completed in their plans of study.

7. Serving individuals in state institutions

During 2008-09, federal funds totaling \$144,460 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 Coordinator positions to work directly with students, after their release, with reintegration issues. These issues include assistance with housing, transportation, job search and community services.

All Skills Centers use *KeyTrain* to prepare their students to take the *WorkKeys* test. Students are also instructed in employability and life skills.

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

Events and partnerships are organized and executed to provide opportunities for students with special needs as well as staff who provide a supportive role in working with students with special needs. The events and partnerships include:

1. Oklahoma Association of Higher Education and Disability (OKAHEAD) spring and fall conferences. These events were held for staff members of

CareerTech and other institutions of higher education as an opportunity to learn how to best serve students with special needs.

2. IDEA-B State Advisory Panel participation is essential to continually support students at the technology centers and afford the students the opportunity to receive services under the Individuals with Disability Education Act (IDEA).
3. Oklahoma Transition Council annual conference and quarterly team leader meetings provided opportunities for students and staff to learn the latest research and strategies for moving from high school to CareerTech to the world of work.
4. Professional development offered by the Skills Centers division personnel improved instruction in the dropout prevention programs and improves educational services for at risk students.
5. Special Education division of the SDE to hosted paraprofessional training which provides paraprofessional certification for individuals who will be working in a teaching assistant capacity in the special education classroom.

Specific in-services were offered for educators who interacted with special population students. These included: special education and ADA/504 individual and campus wide training; the annual ODCTE summer conference; *Oklahoma Transition Institute*; *Mid-Year Update*; *Counselors Only Conference*; and *New Teacher Orientation*. Workshops were held throughout the year to inform administrators and instructors of procedures that enhanced career development for all students. At these workshops, presentations were offered that focused on students with special needs.

On-line resources emphasizing students with disabilities were developed and collaborative efforts with other agencies and organizations were enriched. Presentations made at the *Oklahoma Transition Institute*, the annual ODCTE summer conference, and the *Mid-Year Update* were posted online for easy access to training materials.

ODCTE staff members also made presentations and provided specific technical assistance. ODCTE personnel reviewed blueprints and construction plans of proposed facilities at technology centers for physical accessibility. A statewide civil rights workshop is in development and will be hosted by ODCTE to ensure quality services and access to special populations. A supplemental grant opportunity was developed that targeted special populations and incorporated hands-on technology learning experiences.

Three brochures were updated and reprinted that dealt with CTE teacher responsibility, disciplinary action, and CTE district responsibility for students with special needs. A monthly email (The Ability Advisor) was developed and emailed to special needs staff across the state. This email newsletter provided professional development information, strategies for inclusion, scholarship information, etc. These newsletters were also archived on the Guidance page of the ODCTE web site in order for access throughout the year.

9. Offering technical assistance for eligible recipients.

The state Perkins coordinator and Federal Legislation Assistance staff focused technical assistance efforts toward improvement in local plan implementation, fiscal process

improvement, career clusters, and monitoring. Online access to the local application and supporting documents, as well as electronic communication, web site updates, and informational postings, improved the overall communication efforts with eligible recipients.

ODCTE program specialists continued working to increase career cluster information in secondary settings, and field-based regional administrators, guidance and counseling staff, and technology center field service coordinators assisted at the local level with program and project needs throughout the year. The state Tech Prep coordinator, as well as the disabilities, academic integration, math/science, and guidance specialists also provided technical support in those specific areas as well as gender equity. 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.

A new training initiative called *GuidanceFest* was offered. *GuidanceFest* was a series of five regional workshops that highlighted the past, present, and future of CTE student opportunities and the importance of providing career and academic guidance and advisement. Two summer workshops were offered that targeted building connections between students and adults at school, *Teachers as Advisors* for comprehensive school personnel and *Instructors as Mentors* for technology center staff. Resources that were developed and disseminated through web site posting or print included:

1. *Guidance Strategies Checklist* extending to grade 13
2. *Career Connections Magazine* (Elementary and Junior High/High School)
3. *Taking the Road Less Traveled II* that focused on nontraditional success for females
4. Cluster pathway workforce statistic pages posted to the Web
5. 2009 career activity file that focused on academic integration
6. A course chart that listed correct titles and coding for transcripts for CTE courses that count toward the *Oklahoma Promise* scholarship

State leadership activities included several projects designed to improve counseling. ODCTE worked with OSRHE to start the process for technology centers to receive student transcripts electronically. Counselor educators across the state are developing a peer network and will hold their first meeting in 2009-10. Other activities in support of improved counseling were directed at improved communication and dissemination of information. New web resources included examples of pathway plans of study for comprehensive schools and technology centers. A monthly email was started four years ago to keep student services staff in technology centers updated on professional development opportunities and issues related to guidance and advisement. This year, two new statewide emails were added: one to middle school, junior high, and high school counselors in comprehensive schools; and one to technology center personnel working

with students who have special needs. All of these emails are archived for access at any time.

Professional development opportunities provided annually include: *New Student Services/Academic Teacher Academy*, the annual ODCTE summer conference, *Mid Year Update*, *Counselors Only Conference*, regional OKCIS trainings, plus numerous presentations at other conferences not sponsored by ODCTE.

Two new positions, Academic Advisement Specialist and College Readiness Specialist, were added at the agency to increase the focus on career and academic guidance and advisement.

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.

ODCTE supported and provided leadership for the development and implementation of Cooperative Alliances. At the state level the Alliances are a partnership with the Oklahoma State Regents for Higher Education.

Alliances at the local level are agreements between technology centers and higher education partners. Implementing these Alliances is a student-centered approach to improved services designed to help them acquire college degrees in technical fields. The Alliance agreements offer high school students transcribed college credit, replacing the “banking credit” concept in the old cooperative agreement system. Alliances are in place at all 29 technology center districts.

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

ODCTE provides numerous activities to facilitate the transition of sub-baccalaureate CTE students into baccalaureate programs. Currently, CareerTech is offering *Project Lead the Way* programs for Pre-Engineering and Biomedical 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 and project-based using problem-based curriculum that engages students in the key elements and skills of engineering and biomedical technology-based careers. The curriculum provides a solid foundation and prepares students for successful transition to postsecondary opportunities in the engineering and biomedical fields.

In addition to *Project Lead the Way* curriculum CareerTech offers incentive grants to promote post-secondary transitioning. ODCTE supports school improvement efforts aimed at increasing the number of Oklahoma students who pursue and complete post-secondary credentials, licensure and degrees, that are critical to the state's economic vitality and growth. The Postsecondary Transitions incentive grant was developed to further this outcome. The goal of the *Postsecondary Transition* grant is to provide funding for the

development and implementation of a climate for postsecondary success by:

1. Helping students create a vision for their future.
2. Holding all students to common college readiness standards.
3. Providing secondary to post secondary transition support.
4. Reducing college remediation rate for CTE students.
5. Increasing college-going rate for CTE students in high-skill, high-wage degree areas.
6. Engaging CTE students in rigorous academic and technical courses.
7. Increasing family participation in students academic and career preparation

ODCTE hired a College Readiness Specialist to oversee academic and instructional initiatives and provide technical support for test preparation and professional development to CTE professionals.

4. Supporting career and technical student organizations

ODCTE supports career and technical student organizations (CTSO) by funding 10 fulltime positions 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

Teacher surveys and focus groups were conducted statewide to identify needs and wants for specific teacher groups. Digital newsletters were e-mailed to Oklahoma teachers covering various current topics and issues in curriculum development and dissemination.

New instructors in Oklahoma received a free teacher edition of the appropriate curriculum produced by the ODCTE, and all teachers received a free unit of appropriate curriculum when a revised edition was produced. Presentations on curriculum development, emerging trends in curriculum, basic skills, national standards, and curriculum implementation were

made to groups of teachers and to teacher education programs upon request throughout the year.

7. Support for Family and Consumer Sciences Education programs

Program Specialists provide technical support to individual teachers in areas ranging from career cluster implementation to classroom management, safety, and other pertinent issues. In-service activities include conferences, new instructor, curriculum and technology training. Presenters received non-federally funded stipends for their expertise.

As an integral part of Family and Consumer Science (FACS) 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 are planned, coordinated and supervised by the Family and Consumer Sciences Education division.

The number of Hospitality and Tourism majors available to students continues to increase and feed students into the growing Oklahoma tourism market. Early Care and Education programs continue to receive requests for more workers, and ODCTE assists state and local agencies and community colleges in Oklahoma to fill this need. FACS personnel are beginning to align high school programs with those offered at technology centers.

National certifications are being developed by a variety of organizations. FACS staff members stay abreast of this work as they continue to identify state and national industry driven certifications.

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

ODCTE continued the partnership with the *Governor's Council*. The strategic plan for this team continued to evolve and target industry clusters that identified specific strategies to support industry clusters through the Career Clusters framework. ODCTE supports the work of the *Governor's Council* in its identification of industry sectors that are critical to the growth of Oklahoma's economy and contribute to individual wealth creation. The top four industry clusters are: healthcare, aviation, advanced manufacturing, and energy.

This work includes industry sector leadership as well as multiple Oklahoma agencies and staff. 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 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 built partnerships with SDE and OSRHE. ODCTE and the OSRHE have worked in partnership to create Cooperative Alliances implemented through local collaboration to align secondary and postsecondary CTE and award immediate, transcripted credit for CTE students in those programs.

Tech Prep has been instrumental in the development of the Cooperative Alliances, which provides for a dual enrollment process for high school students enrolled in these cooperative programs. Alliance agreements exist in all 29 technology centers. The Alliance agreements offer high school students immediate transcribed college credit replacing the “banking credit” concept in the old system.

Under the Cooperative Alliance program, instructors at the local technology center are adjunct faculty of the partner higher education institution. Faculty members at the technology center and college partner hold joint meetings for the purpose of curriculum alignment.

Funding for Tech Prep consortia remained constant from the transition year using a simplified formula based upon a technology center’s full time enrollment distributed throughout the state for the benefit of all students. Consortia continue to implement the unified goal and delivery of Tech Prep through four strategies: career majors, student support, professional development, and accountability.

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 web site 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 were 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 its 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 ten percent of the funds available to eligible recipients for the purpose of awarding one-year grants that encourage growth and innovation in areas such as technology, new and emerging industries, improved academics, and career guidance and awareness. Grants were awarded to 36 applicants. The grant categories are:

1. *Gateway to Technology* (PLTW-based)

2. *Guidance and Advisement*
3. *Career Academies*
4. *Priority Career Majors*
5. *Mentoring for Underrepresented Students (GirlTech)* serving female students in the information technology and science/research/engineering clusters
6. *Summer Bridge Program* (academic improvement for students entering 8th and 9th grades)
7. *Tech-Now* (students with disabilities, through the use of computer software, hardware, and related technologies, create projects that help them explore the requirements needed to attain careers that correspond to their individual interests)
8. *Postsecondary Transitions* (removing barriers and streamlining the transition to continuing education)

These grants, awarded on a competitive basis, were available to secondary and postsecondary eligible recipients that met the requirements of using Perkins funds and the requirements for set-aside funds. Grant requirements were posted on the Federal Legislation Assistance web site and applications were scored by a team of CTE professionals.

Additionally, 12 applicants were awarded *High Schools That Work* grants and 11 applicants received pilot project grants for *Tech Centers That Work* in 2008-09.

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.

In 2008-09, the CareerTech Skills Centers administered nine dropout recovery programs across Oklahoma. These programs served 483 females and 548 males for a total of 1,031 students. Of these students, 995 enrolled to pursue a high school diploma and 60 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, 353 earned a high school diploma, 21 earned a GED, 358 obtained employment, 23 entered the military, and 43 enrolled in postsecondary education. Prior to entering their junior year of high school, 457 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 services provided included: *Oklahoma Career Information System* (OKCIS); training on using its avenues for employability skills; soft skills; job bank links; *KeyTrain* training, which focuses on preparing students and clients to take the *WorkKeys* test; and specialized training focusing on developing online resumes. Job placement will continue to be reviewed by ODCTE through the technology center accreditation process. To leverage web resources, Career Cluster pathway workforce statistics pages were revised to include updated information about Oklahoma jobs in pathways with education level, state-specific salary, and employment outlook.

The Oklahoma Career Information System is also used to help schools and technology centers customize plans of study in order to show students the options available to them and the education needed to pursue a career in that pathway. Schools and agencies use the assessments from OKCIS to help students and clients find appropriate jobs and then link to training or further education needed for those jobs.

14. Developing valid and reliable assessments of technical skills.

ODCTE developed skills standards and competency assessments that align with national industry certification standards, state certification/licensure requirements, or state industry requirements. In the 2008-09 school year, the ODCTE maintained skills standards and technical skills assessments for 110+ occupations/career majors. During that same period, the ODCTE delivered 51,147 competency assessments and 8,888 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 SDE. ODCTE will collect this student identifier data starting with the 2009-10 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 has revised its strategic plan and incorporated the objective to "Develop and implement a plan to address the teacher shortage." A plan to address this shortage was developed and implemented. ODCTE has also partnered with the SREB to pilot its new teacher preparation program. This project has served as a vehicle to address many issues related to teacher recruitment and retention such as looking at the possibility of streamlining the teacher certification process.

ODCTE disseminated lottery fund dollars through professional development and continuing education scholarships. ODCTE is exploring options with regard to utilizing some of the lottery funds to expand the Teacher Induction and Mentoring program into comprehensive schools. ODCTE has shown an 87% retention rate for first-year teachers going through this program.

The Oklahoma CareerTech Foundation has been extremely supportive of teacher recruitment and retention efforts. Nearly all of its fundraising efforts go toward scholarships for which potential and incumbent CTE teachers can apply.

ODCTE staff meets twice each year with teacher educators to discuss needs at the university level and ODCTE agency level. The ODCTE participates in university career fairs to recruit teachers into the CareerTech systems. Science and math certification is now accepted to teach in the Technology Engineering program. This has been a tremendous aid in finding instructors for these programs.

17. Supporting occupational and employment information resources.

The *Oklahoma Career Information System* provides comprehensive career, occupational and employment information for students developing and updating educational plans. OKCIS includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making. In Oklahoma over 756 schools and districts have purchased OKCIS. These sites include high schools, junior high schools, middle school, elementary schools, technology centers, colleges and universities, workforce offices, rehabilitation offices, Indian nation career offices, and private institutions. Most of these site licenses have been purchased with federal funds.

ODCTE supports OKCIS through site license management, technical help, training, and data management and integration. ODCTE also continues to work in partnership with the

Governor's Council to provide a connecting web portal to serve Oklahomans in their occupational and employment information needs. ODCTE offers technical assistance and professional development to OKCIS users and prospective users via train-the-trainer workshops, webinars, new user training, archived videos and tutorials, and an OKCIS Blog.

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 web site. 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 110 occupations and career majors.

During 2008-09, ODCTE delivered 51,147 competency assessments and 8,888 high-stakes certification tests. Beginning in 2008-09, the testing system is 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 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 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 Oklahoma State Department of Education, 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. Oklahoma State Department of Education 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 Oklahoma State Department of Education. 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 2008-09, 25 consortia were funded with Title II funds. Funding levels are determined by using 2006-07 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 funding strategy is summarized below.

Tech Prep Funding Strategy

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

\$5,000	30-60	FTE programs per TC district
\$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 2008-09 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
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 FY07 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 FY07.

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 FY08 yielded positive results with respect to Tech Prep data quality. However, FY08 data results were low due to the new definitions of concentrator and completers, and ODCTE was unable to create *valid* consortia benchmarks for the FY09 year.

In FY10 the ODCTE and Oklahoma Regents for Higher Education will coordinate efforts to establish procedures to collect reliable data for Tech Prep performance indicators described in Section 203. ODCTE is developing a plan utilizing complete FY09 data that will set the benchmarks for FY10. Once benchmarks are set, ODCTE will negotiate performance levels with local consortia and implement technical assistance for improvement through quarterly meetings and monthly conference calls.