The Answers

To Your Questions—Plus Examples and Definitions

Oklahoma

Perkins V

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Needs Assessment

# First Things First

Question 1: **Do we have to complete the needs assessment to be eligible to apply for Carl Perkins funds?**

**Answer**: Yes, the Perkins V legislation stipulates that completion of the needs assessment is a requirement of the application and funding (Sec. 134(c)(1)).

Question: **Can we complete the needs assessment as a consortium?**

**Answer**: Yes, you are encouraged to collaborate with the schools, technology centers, and colleges in your consortium. This is especially helpful in reviewing the State and Regional Workforce Data. However, each individual school/district in the consortium should complete the remaining sections individually. A needs assessment containing the total average scores of the consortium members in steps three, four and five will be submitted with your grant application. In step six, the priorities and budget request should reflect the entire consortium.

**Consortium Funding**

Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and only for Perkins authorized programs. The funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium. Perkins V Sec 132

## Question: If our technology center is in a cooperative agreement/partnership do we have to review the data for those districts?

**Answer**: No, since the projects are selected by the technology center, the agreement/partnership schools do not have to be included in the needs assessment.

Question: **Where will we find the data for our needs assessment?**

**Answer**: The all of the information you need is

1. Posted on the Perkins V website
2. Located on a link in the needs assessment document or
3. Located directly on the document (step 3 – 5).

Question: **When analyzing the data, do we consider the entire school or just Perkins supported programs?**

**Answer**: The focus will be on programs currently receiving Perkins funds and any new programs that will be included in the Perkins local application budget request.

# Stakeholder Input Policies and Procedures

Stakeholder input is a required component for the needs assessment. The legislation requires that the applicants seek information from all parties listed in the *Stakeholder Table* of the needs assessment.

These policies and procedures apply to all applicants in terms of obtaining input.

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

Question: **What if the invited representatives do not attend the meeting or respond to the survey?**

**Answer**: If you put forth a good-faith effort, and can provide evidence of invitations (item 4 above) there are no repercussions for no-shows.

**Local Stakeholder Input Resources**

**Review input received from:**

1. Student feedback surveys
2. Student leadership groups at tech centers
3. CTSO students

# Student Performance Review

Question: **What is the purpose of this section?**

**Answer**: To identify gaps between actual reported data and the targeted performance for the category.

Question: What is the source of the data?

Answer: It comes from several sources

1. Follow-up reports
2. Enrollment reports
3. State Department of Education

Question: **The data reflects all of the CTE programs at my school, but only two of them are receiving Perkins funds. How do I make the data apply to the individually funded programs?**

**Answer**: In this instance, you will need to consult with the instructors in Perkins-funded programs, and ask them to describe how their programs are performing in the gender and special population segments. This will not be precise data, but it will give insight to the student performance.

Question: **If we are in a consortium, does each school have to conduct an analysis.**

**Answer**: Yes, the performance of each individual school contributes to the consortium’s total performance. Each school/district is responsible for identifying and closing gaps. **However**, the lead school will submit a combined CLNA for the consortium.

Question: **Does the consortium present each individual school’s data?**

**Answer**: No, report the average for all schools represented in the consortium.

Question: What if all of our data meet the performance targets? What do we report in the Key Data Analysis section?

**Answer:**  Congratulations for meeting your targets. State that your school meets targets and discuss ways to increase performance in the measures.

**Examples to Increase Performance Measures**

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

### Examples to Increase Special Populations Participation:

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

# Labor Market Alignment

Question: **If I have a program in a Career Cluster that is not experiencing growth, is it okay to direct funds to that program.**

**Answer:** Yes, while a cluster may not be experiencing growth, there may still be a need for training in specific areas. In these circumstances, you are encouraged to explain the reasons for focusing on programs that may not appear to have high needs.

Question: **Do we have to spend the funds on high demand programs only?**

**Answer**: No, see answer to above question.

Question: **STEM data is a small group of the workforce data, but everyone says it is a growing workforce area.**

**Answer**: Yes, it is a growing area that is represented in many career clusters such as manufacturing and health.

# Program size, scope and quality

*NOTE—Definitions for Perkins V size, scope and quality are different from Perkins IV. See Dictionary section of this document*

Question: **What is the purpose of this section?**

**Answer**: This section is an evaluation of the programs offered at your school against the approved definition of *size*, *scope* and *quality.*

Question: **We are a large school with more than 30 programs; do we have to review each one?**

**Answer**: No, review the currently funded programs and those that you anticipate funding with this grant.

Question: **What if our district does not meet the standards for size, scope and quality?**

**Answer**: The purpose of the needs assessment is to evaluate current performance and identify new opportunities. If you do not meet the standards, identify what actions you will take toward meeting them.

# Implementing programs of study

Question: **What does vertical alignment mean in questions 3 and 4?**

**Answer**: This means that all levels of education work together to follow specific sequences of courses to ensure there is alignment of courses/competencies from middle school to high school and on through technology centers and colleges. This helps students progress through the education system with no repetition of courses and allows training that begins as broad career awareness and advances to more specific program training areas.

Question: **What is the difference between questions 3 and 4?**

**Answer**: Like you, we had to look closely to find the difference. Question 3 is about courses and sequencing; whereas, question 4 covers content within the programs.

**Resources for Programs of Study**

[**OKCareerGuide.org**](https://okcareerguide.kuder.com/landing-page)

[**Program of Study Template**](https://oklahoma.gov/careertech/educators/legislation-assistance/perkins/grant-application-information/resources.html)

**[OKCollegesStart.org](https://www.okcollegestart.org/)**

**Examples to Improve Programs of Study**

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

# Recruitment, Retention and Training of faculty and staff

Examples for Teacher Recruitment

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

Examples for Teacher Retention

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

Examples of Professional Development

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

# Conclusion and action items

This is where you will draw all of the key data analysis and stakeholder input on the CLNA to a conclusion and list your action items.

Question: Do we have to list a priority and expenditure request for each key data analysis section in our CLNA?

**Answer**: No. Prioritize the items that will allow you achieve the most significant impact for students. This is where you should put your focus.

Question: Can we add a priority that does not connect to the CLNA?

**Answer**: You may, however, the purpose of the CLNA is to lead to the creation of new student opportunities and to direct your budget. The 3 – 5 priorities will be the first question in Section 2 of the local application. The application reviewers will be looking to see a correlation to the CLNA.

If you add an item that is not connect to the CLNA, make sure you explain its importance.

# What Now?

We recommend that you complete your CLNA as early as possible so that it is ready when the local application opens in the spring. You are required to attach the CLNA to the local application in the first and third year of the grant cycle and reviewers will use it as a guide when reviewing your answers in the application.

Oklahoma Carl Perkins V Definitions

**ACCESS --** is the removal of all barriers, physical or otherwise, to all potential participants and their parents/guardians to ensure all students have the opportunity for success. Access should be free from bias, inclusive and non-discriminatory. (Source: Oklahoma Department of Career and Technology Education)

**ADMINISTRATION** —The term ‘‘administration’’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

**ALL ASPECTS OF AN INDUSTRY**—the term ‘‘all aspects of an industry’’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

**AREA CAREER AND TECHNICAL EDUCATION SCHOOL—**the term ‘‘area career and technical education school’’ means

(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market;

(B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high skill, high wage, or in-demand industry sectors or occupations;

(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or

(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

**ARTICULATION AGREEMENT**—the term ‘‘articulation agreement’’ means a written commitment—

(A) that is agreed upon at the State level or approved annually by the lead administrators of—

(i) A secondary institution and a postsecondary educational institution; or

(ii) A sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and

(B) To a program that is—

(i) Designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and

(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

**AT-RISK YOUTH --** a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

**CAREER AND TECHNICAL EDUCATION —**the term ‘‘career and technical education’’ means organized educational activities that—

(A) Offer a sequence of courses that—

(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high skill, high wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(ii) Provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and

(iii) May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

(B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(D) May include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

#### **CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) —**

(A) IN GENERAL —The term ‘‘career and technical student organization’’ means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) STATE AND NATIONAL UNITS — an organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

**CAREER GUIDANCE AND ACADEMIC COUNSELING -** The term ‘‘career guidance and academic counseling’’ means guidance and counseling that

(A) Provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;

(B) provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

(C) May provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

**CAREER PATHWAYS —** the term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (Referred to individually in this Act as an ‘‘apprenticeship’’, except in section 171);

(C) Includes counseling to support an individual in achieving the individual’s education and career goals;

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) Helps an individual enter or advance within a specific occupation or occupational cluster. Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**CHARTER SCHOOL —**the term ‘‘charter school’’ has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965.

**CONCENTRATOR —**See CTE Concentrator

**Consortium --** Under Perkins Act legislation, consortia can be formed for the purposes of meeting the $15,000 secondary or $50,000 postsecondary minimum grant requirement AND providing services under the Act. The consortium structure must serve primarily for operating joint projects that provide services to all participating members. There must be a common need in common program areas from all consortium participants. Funds and services must be uniformly distributed to the consortium schools based on agreed upon criteria for distribution. The fiscal agent of the consortium may not sub-grant back to the participating recipients the amounts they contributed to the consortium.

Members of the consortium should determine and document a method of uniform distribution of funds. All participating institutions of a consortium are required to sign and adhere to the same set of assurances as any other Perkins Act recipient.

One of the institutions in each consortium must be identified as the fiscal agent. It is the responsibility of the fiscal agent to serve as a contact for the ODCTE and to coordinate all forms and reports, including expenditures and operation, for the consortium. The fiscal agent is responsible for monitoring the activities and understanding the activities of all participants for a review or audit situation.

***Course:*** *Instruction that meets the Oklahoma CTE requirements and is comprised of 120 hours*

**Cooperative agreement—**Technology centers can form cooperative agreements with their sending schools, and other secondary schools that are not in a technology center district, in order to receive additional funding for services provided by the technology center. All projects are selected and operated by the technology center, although they may include input from districts contributing funds. These services may be provided at the sending school sites or exclusively at the technology center campus.

A cooperative agreement is established when a school district elects to join the cooperative or declines its Carl Perkins Allocation and agrees that their funds will be added to the funds of the local technology center. If there is no response from an in-district secondary LEA via the Allocation and Options form, by the required due date, these secondary funds are considered declined and added to the technology center budget as well. The school district will not be included in any of the technology center projects unless they have elected to become a member of the cooperative.

***CTE Concentrator***

*(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study; and*

*(B) at the postsecondary level, a student enrolled in an eligible recipient who has*

*(i) earned at least 12 credits within a career and technical education program or program of study; or*

*(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.*

*(C) at the technology center postsecondary level, two courses or 240 clock hours.*

**COOPERATIVE EDUCATION —**The term ‘‘cooperative education’’ means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation

(A) Shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and

(B) May include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

**CREDIT TRANSFER AGREEMENT —**The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

**CTE PARTICIPANT —**the term ‘‘CTE participant’’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

**DIRECTOR —**the term ‘‘Director’’ means the Director of the Institute of Education Sciences.

**DUAL OR CONCURRENT ENROLLMENT PROGRAM** —the term ‘‘dual or concurrent enrollment program’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**EARLY COLLEGE HIGH SCHOOL —**the term ‘‘early college high school’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**EDUCATIONAL SERVICE AGENCY —**the term ‘‘educational service agency’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**ELIGIBLE AGENCY —**The term ‘‘eligible agency’’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the super-vision of the administration of career and technical education in the State.

**ELIGIBLE ENTITY —**the term ‘‘eligible entity’’ means a consortium that includes the following

(A) Representatives of not less than 2 of the following categories of entities, 1 of which shall serve as the fiscal agent for the consortium:

(i) A local educational agency or a consortium of such agencies.

(ii) An educational service agency serving secondary school students.

(iii) An area career and technical education school or a consortium of such schools.

(iv) An Indian Tribe, Tribal organization, or Tribal educational agency.

(v) An institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions.

(vi) An institution of higher education whose most common degree awarded is a bachelor’s or higher degree, or a consortium of such institutions.

(vii) A State educational agency.

(B) One or more business or industry representative partners, which may include representatives of local or regional businesses or industries, including industry or sector partnerships in the local area, local workforce development boards, or labor organizations.

(C) One or more stakeholders, which may include

(i) Parents and students;

(ii) Representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6472));

(iii) Representatives of Indian tribes and Tribal organizations, where applicable;

(iv) Representatives of minority-serving institutions (as described in paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)), where applicable;

(v) Representatives of special populations;

(vi) Representatives of adult career and technical education providers; or

(vii) Other relevant community stakeholders.

**ELIGIBLE INSTITUTION** —the term ‘‘eligible institution’’ means

(A) a consortium of 2 or more of the entities described in subparagraphs (B) through (F);

(B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, except that, for the purpose of section 132, the term ‘‘recognized postsecondary credential’’ as used in this subparagraph shall not include a baccalaureate degree;

(C) A local educational agency providing education at the postsecondary level;

(D) An area career and technical education school providing education at the postsecondary level;

(E) An Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;

(F) a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);

(G) A tribally controlled college or university; or

(H) An educational service agency.

**ELIGIBLE RECIPIENT —**the term ‘‘eligible recipient’’ means

(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or

(B) An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

**ENGLISH LEARNER** —the term ‘‘English learner’’ means

(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or

(B) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and

(i) Whose native language is a language other than English; or

(ii) Who lives in a family environment or community in which a language other than English is the dominant language.

**EVIDENCE-BASED** —The term ‘‘evidence-based’’ has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act of 1965.

**GOVERNOR** —the term ‘‘Governor’’ means the chief executive officer of a State

**HIGH SCHOOL** —the term ‘high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

*High Wage—Jobs that pay more than the median wage in an occupation compared to the regional industry wage.*

*High Skill—Jobs that require a high school diploma and postsecondary training/education or high school diploma and intensive on-the-job training such as an apprenticeship.*

**ICAP —**See Individual Career Academic Plan

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION --**

(A) IN GENERAL —the term ‘‘in-demand industry sector or occupation’’ means

(i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

(ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

(B) DETERMINATION —the determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information. Source: Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**INDIAN; INDIAN TRIBE —**the terms ‘‘Indian’’ and ‘‘Indian Tribe’’ have the meanings given the terms ‘‘Indian’’ and ‘‘Indian tribe’’, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

**Individual Career Academic Plan --** The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students’ academic, career and personal advancement.

<https://sde.ok.gov/documents/2017-08-29/what-is-icap>

**INDIVIDUAL WITH A DISABILITY.—**

(A) IN GENERAL — the term ‘‘individual with a disability’’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) INDIVIDUALS WITH DISABILITIES — the term ‘‘individuals with disabilities’’ means more than 1 individual with a disability.

**INDUSTRY OR SECTOR PARTNERSHIP --** The term ‘‘industry or sector partnership’’ means a workforce collaborative, convened by or acting in partnership with a State board or local board, that

(A) Organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership

(i) Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;

(ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and

(iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and

(B) May include representatives of

(i) State or local government;

(ii) State or local economic development agencies;

(iii) State boards or local boards, as appropriate;

(iv) a State workforce agency or other entity providing employment services;

(v) Other State or local agencies;

(vi) Business or trade associations;

(vii) Economic development organizations;

(viii) Nonprofit organizations, community-based organizations, or intermediaries;

(ix) Philanthropic organizations;

(x) Industry associations; and

(xi) Other organizations, as determined to be necessary by the members comprising the industry or sector partnership. Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**INSTITUTION OF HIGHER EDUCATION** —the term ‘‘institution of higher education’’ has the meaning given the term in section 101 of the Higher Education Act of 1965.

**LOCAL EDUCATIONAL AGENCY —**the term ‘‘local educational agency’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**LOCAL WORKFORCE DEVELOPMENT BOARD —**the term ‘‘local workforce development board’’ means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122).

**NON-TRADITIONAL FIELDS —**the term ‘‘non-traditional fields’’ means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OUTLYING AREA —**The term ‘‘outlying area’’ means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

**OUT-OF-SCHOOL YOUTH —**in this title, the term ‘‘out-of-school youth’’ means an individual who is

(A) Not attending any school (as defined under State law);

(B) Not younger than age 16 or older than age 24; and

(C) One or more of the following:

(i) A school dropout.

(ii) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.

(iii) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is

(I) basic skills deficient; or

(II) An English language learner.

(vi) An individual who is subject to the juvenile or adult justice system.

(v) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(vi) An individual who is pregnant or parenting.

(vii) A youth who is an individual with a disability.

(viii) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment (as defined by Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**OUT-OF-WORKFORCE INDIVIDUAL** — the term ‘‘out-of-workforce individual’’ means

(A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

(B) an individual who

(i) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

(ii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

(iii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**PARAPROFESSIONAL —** the term ‘‘paraprofessional’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**Partnership —** See Cooperative Agreements

**PAY FOR SUCCESS INITIATIVE —**

(A) IN GENERAL — Subject to subparagraph (B), the term ‘pay for success initiative’ means a performance-based grant, contract, or cooperative agreement awarded by a State or local public entity (such as a local educational agency) to a public or private nonprofit entity

(i) in which a commitment is made to pay for improved outcomes that result in increased public value and social benefit to students and the public sector, such as improved student outcomes as evidenced by the indicators of performance described in section 113(b)(2) and direct cost savings or cost avoidance to the public sector; and

(ii) That includes—

(I) a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;

(II) a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;

(III) An annual, publicly available report on the progress of the initiative; and

(IV) a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in sub-clause (II).

(B) EXCLUSION —the term ‘‘pay for success initiative’’ does not include any initiative that

(i) Reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act; or

(ii) Otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.

**POSTSECONDARY EDUCATIONAL INSTITUTION —**the term ‘‘postsecondary educational institution’’ means

(A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) A tribally controlled college or university; or

(C) A nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

**PROFESSIONAL DEVELOPMENT —** the term ‘‘professional development’’ means activities that—

(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

(B) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that

(i) Improve and increase educators’

(I) knowledge of the academic and technical subjects;

(II) Understanding of how students learn; and

(III) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments and materials based on such analysis

(ii) Are an integral part of eligible recipients’ improvement plans;

(iii) Allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) Support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(v) Advance educator understanding of

(I) effective instructional strategies that are evidence-based; and

(II) Strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

(vi) Are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

(vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

(viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;

(ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(x) Include instruction in the use of data and assessments to inform and instruct classroom practice;

(xi) Include instruction in ways that educators may work more effectively with parents and families;

(xii) Provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;

(xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

(xiv) Increase the ability of educators providing career and technical education instruction to stay current with industry standards.

**PROGRAM OF STUDY —** the term ‘‘program of study’’ means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that

(A) Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) Addresses both academic and technical knowledge and skills, including employability skills;

(C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) Has multiple entry and exit points that incorporate credentialing; and

(F) Culminates in the attainment of a recognized postsecondary credential.

**QUALIFIED INTERMEDIARY** — The term ‘‘qualified intermediary’’ means a nonprofit entity, which may be part of an industry or sector partnership, that demonstrates expertise in building, connecting, sustaining, and measuring partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, Indian tribes or Tribal organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth, including

(A) Connecting employers to classrooms;

(B) Assisting in the design and implementation of career and technical education programs and programs of study;

(C) Delivering professional development;

(D) Connecting students to internships and other work-based learning opportunities; and

(E) Developing personalized student supports.

**Quality –** Programs and/or programs of study meet the required Perkins V levels of performance.

**RECOGNIZED POSTSECONDARY CREDENTIAL —** The term ‘‘recognized postsecondary credential’’ means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. Source; Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**SECONDARY SCHOOL —** The term ‘‘secondary school’’ means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.section 8101 of the Elementary and Secondary Education Act of 1965.

**SECRETARY** — the term ‘‘Secretary’’ means the Secretary of Education.

**SCOPE** – The term “Scope” refers to the curricular expectations of each program/Program of Study, in terms of curriculum content, sequencing and articulation, and work-based learning.

**SIZE** – The term “Size” means evidence that facilities, equipment, class enrollment and Programs of Study to allow the CTE program to address all student-learning outcomes.

**SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL —**the term ‘‘specialized instructional support personnel’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES --** The term ‘‘specialized instructional support services’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**SPECIAL POPULATIONS —** the term ‘‘special populations’’ means—

(A) Individuals with disabilities;

(B) Individuals from economically disadvantaged families, including low-income youth and adults;

(C) Individuals preparing for non-traditional fields;

(D) Single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) Youth who are in, or have aged out of, thefoster care system; and

(I) youth with a parent who

(i) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

**STATE —** The term ‘‘State’’, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.

**SUPPORT SERVICES —**the term ‘‘support services’’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

**TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY--**The term ‘‘tribally controlled college or university’’ has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).

**TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION —** The term ‘‘tribally controlled postsecondary career and technical institution’’ means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that

(A) Is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes;

(B) offers a technical degree or certificate granting program;

(C) Is governed by a board of directors or trustees, a majority of whom are Indians;

(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations or tribal lands;

(E) Has been in operation for at least 3 years;

(F) Holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and

(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

**TRIBAL ORGANIZATION —**the term ‘‘Tribal organization’’ has the meaning given the term ‘‘tribal organization’’ in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

**UNIVERSAL DESIGN FOR LEARNING —**the term ‘‘universal design for learning’’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**WORK-BASED LEARNING —**The term ‘‘work-based learning’’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

**OTHER RESOURCES**

Every Student Succeeds Act (ESSA) - U.S. Department of Education. (Reauthorization of the Elementary and Secondary Education Act.)

<https://www.ed.gov/essa?src=rn/>