

REFLECT



TRANSFORM



LEAD



2010 ANNUAL REPORT

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION



Reflect . . . Transform . . . Lead

As president of the National Association of State Directors of the Career Technical Education Consortium (NASDCTEc), State Director Phil Berkenbile led the consortium in creating a bold, new vision for CareerTech Education in the United States. This vision, which will guide CareerTech's role in our nation's educational, workforce and economic advancement, is based on the theme "Reflect . . . Transform . . . Lead." It encompasses the following five principles:

- 1. CareerTech Education is critical to ensuring that the United States leads in global competitiveness.*
- 2. CareerTech Education prepares students to succeed in further education and careers.*
- 3. CareerTech Education is a results-driven system that demonstrates a positive return on investment.*
- 4. CareerTech Education is delivered through comprehensive programs of study aligned to The National Career Cluster framework.*
- 5. CareerTech Education actively partners with employers to design and provide high-quality, dynamic programs.*

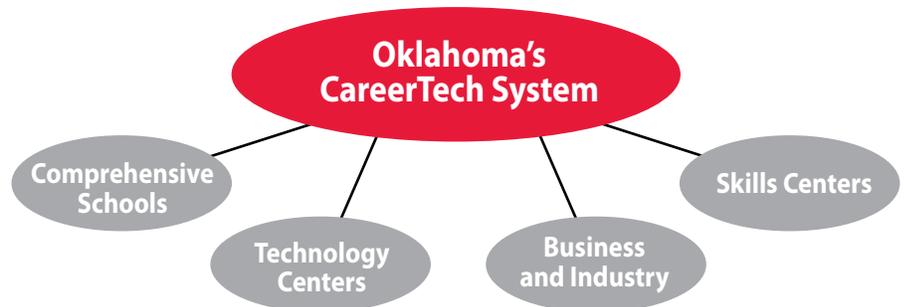
This vision charts a progressive, challenging agenda to ensure that CTE's contributions and potential are fully realized. Oklahoma CareerTech embraces these principles and will continue to provide services to individuals and companies that create success for Oklahoma.

On the cover: Clockwise from upper left – Students in a 1969 Beggs High School Home Economics class calculate a consumer's net worth. Today Family and Consumer Sciences Education students focus on financial literacy as part of their curriculum. H. Mark American Horse, instructor of Criminal Justice at Central Tech, Sapulpa campus, was named Teacher of the Year by the National Association for Career and Technical Education. Other CareerTech educators taking top honors included Bea Paul, Autry Technology Center, Outstanding Career and Technical Educator; Stormie Roberson, Francis Tuttle Technology Center, Outstanding New Career and Technical Teacher; and Diane Bull, Ponca City Public Schools, Outstanding Teacher in Community Service. Madison McGill is a Pre-Engineering Education student at Tri County Technology Center.

SYSTEM OVERVIEW FY10

ACCESSIBILITY

One of the strengths of the CareerTech system is its accessibility to almost every citizen in the state.



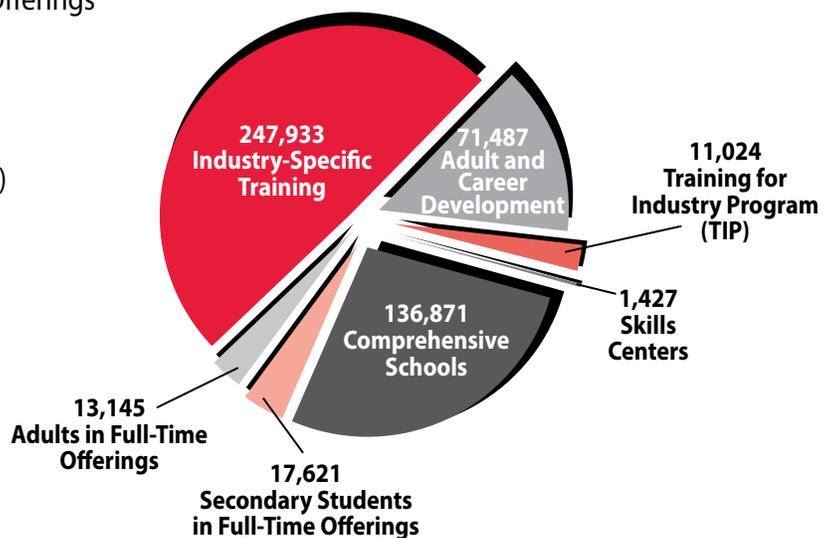
- CareerTech offerings in 398 Comprehensive School Districts—1,372 teachers
- 29 Technology Center Districts with 57 campuses—1,181 teachers
- Business and Industry training attracts new industry and helps existing businesses expand and prosper—7,094 industries
- 16 Skills Centers (inmates/juvenile offenders)—42 teachers

CareerTech System Enrollments (FY10)

Technology Centers

- Secondary Students in Full-Time Offerings
- Adults in Full-Time Offerings
- Industry-Specific Training
- Adult and Career Development
- Training for Industry Program (TIP)
- Skills Centers
- Comprehensive Schools

Total Enrollments—499,508
Students enrolled may be duplicated among categories.



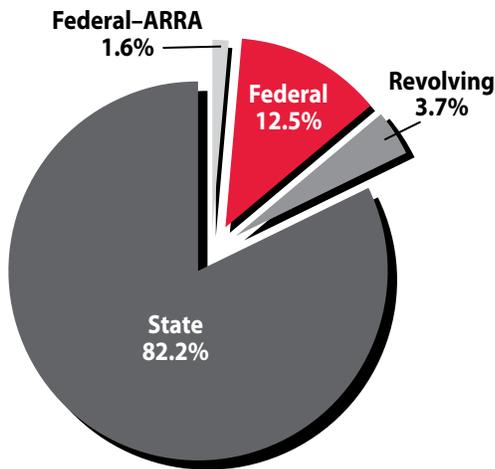
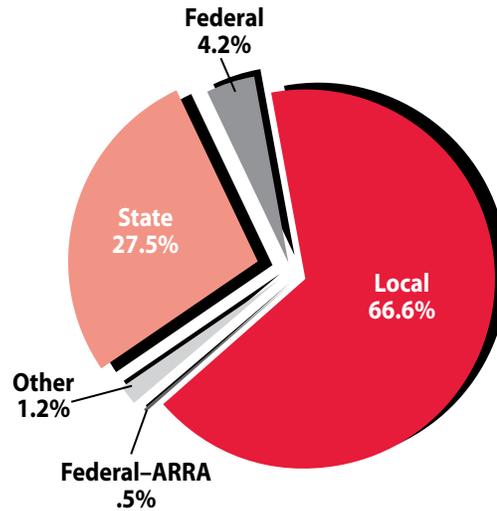
SYSTEM OVERVIEW (CONTINUED)

REVENUE

CareerTech System Revenue (FY10)

■ Local	\$354,464,129
■ State	\$146,711,250
■ Federal.....	\$22,370,576
■ Federal-ARRA	\$2,836,233
■ Other.....	\$6,570,667

Total \$532,952,855



ODCTE Sources of Revenue (FY10 Actual)

■ State	\$146,711,250
■ Federal.....	\$22,370,576
■ Federal-ARRA	\$2,836,233
■ Revolving.....	\$6,570,667

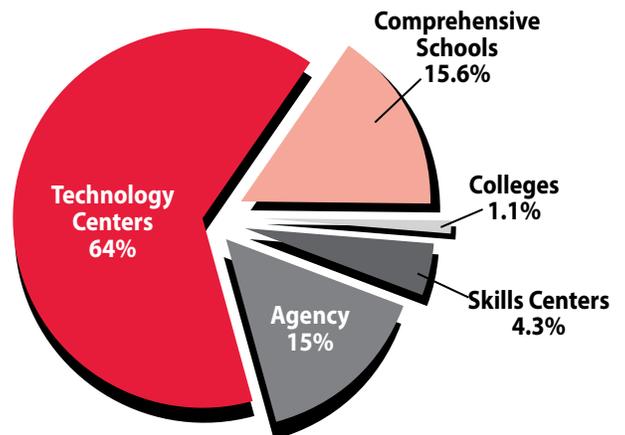
Total \$178,488,726

EXPENSES

ODCTE Actual Expenditures by Entity (FY10)

■ Technology Centers	\$112,087,864
■ Agency.....	\$26,198,487
■ Comprehensive Schools.....	\$27,283,055
■ Skills Centers.....	\$7,607,933
■ Colleges.....	\$1,962,649

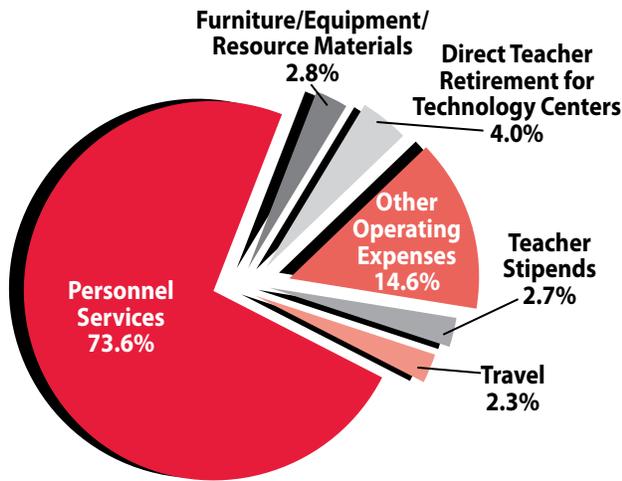
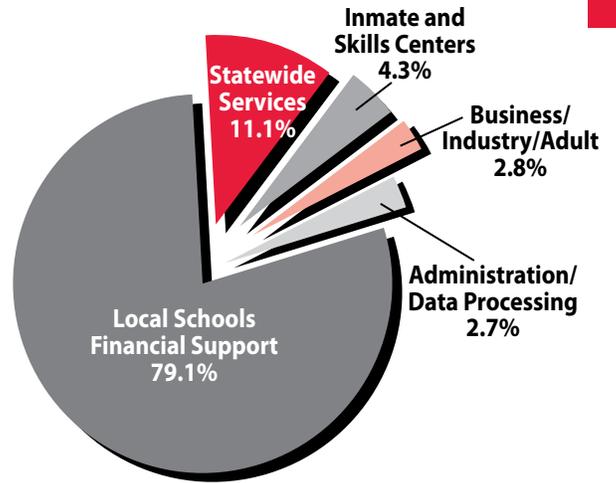
Total.....\$175,139,988



EXPENSES (CONTINUED)

ODCTE Actual Expenditures by Activity (FY10)

Local Schools Financial Support	\$138,590,805
Statewide Services	\$19,386,281
Business/Industry/Adult	\$4,840,252
Inmate and Skills Centers	\$7,607,933
Administration/Data Processing	\$4,714,717
Total	\$175,139,988



ODCTE Expenditures (FY10)

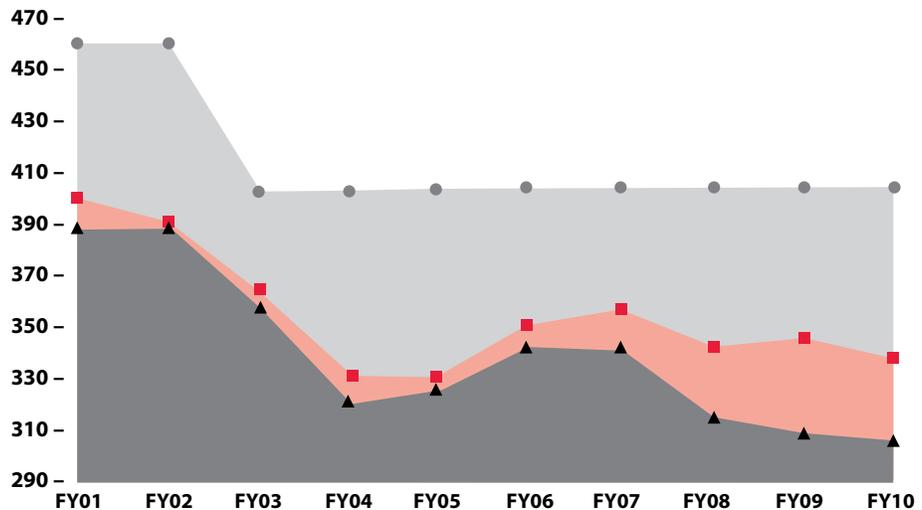
Personnel Services	\$19,276,086
Other Operating Expenses	\$3,837,870
Furniture/Equipment/Resource Materials	\$741,429
Direct Teacher Retirement for Technology Centers	\$1,055,005
Teacher Stipends	\$695,619
Travel	\$601,478
Total	\$26,198,487

AGENCY PERSONNEL

ODCTE FTE Trends

In FY10 the agency was authorized for 406 full-time employees, was budgeted for 337 FTEs and as of June 30, 2010, employed 282 FTEs.

- Authorized FTE
- Budgeted FTE
- ▲ Actual FTE

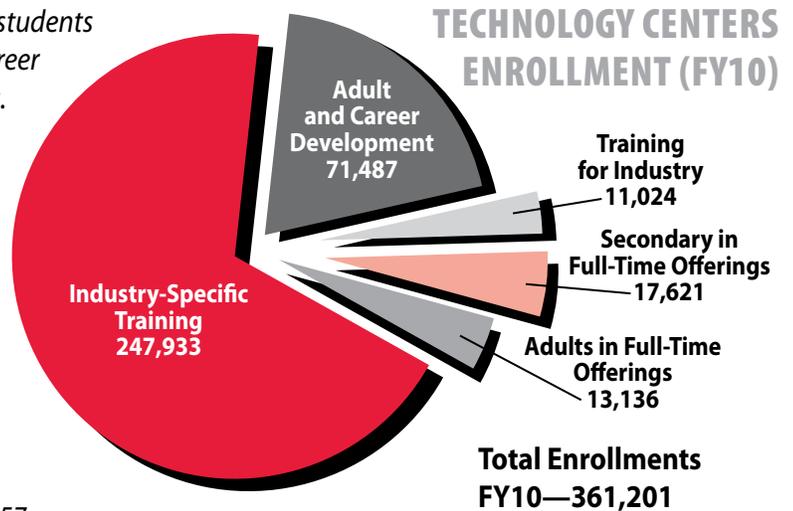


TECHNOLOGY CENTERS

Technology centers in Oklahoma offer high school students and adults opportunities to receive high-quality career and technology education through various options. Full-time and short-term education and training help individuals and businesses succeed in a competitive workforce environment. While high school students who live in a technology center district attend tuition-free, adult students living in a technology center district are charged nominal tuition. Oklahoma CareerTech students during the 09-10 academic year were enrolled in more than 73,402 college credit hours.

In FY10, 29 technology center districts operated on 57 campuses throughout the state, making services easily accessible to most Oklahomans. High school student enrollments in technology centers totaled more than 17,000. Adult Enrollments in Career Majors, Industry-Specific Training, Adult and Career Development, and Training for Industry were 343,589.

Technology centers are continually working with business and industry partners to ensure their curriculum meets the needs of the workplace. Curriculum is geared toward individualized instruction with opportunities for hands-on experience. Many students participate in clinicals, internships and on-the-job training experiences to prepare for success in the world of work. Technology center students frequently are able to earn college credit from colleges and universities.



Each technology center is funded primarily through a local tax base. Some state and federal funds also are received. This provides technology centers the resources and flexibility to stay technologically current and meet the needs of local communities, businesses and industries. Each center is governed by a locally elected board of education and is part of the state's CareerTech system.

Environmental and Spatial Technology is a unique program at Indian Capital Technology Center's Sallisaw campus. Students use innovative technology and equipment in this program to complete real-world projects within their community. This project-driven, student-centered program allows students to experience specialized technologies.

BUSINESS AND INDUSTRY SERVICES



Central Tech worked with Oklahoma propane distributors, OK LP Gas Association, OK LP Gas Administration, and Propane Education and Research Council for a year to create a comprehensive training program for Oklahoma propane technicians. With assistance from Oklahoma CareerTech, the group has designed a new training curriculum, created a marketing wrap for the mobile training lab, produced a dedicated training space and lab at Central Technology Center in Drumright. The group recently received funding to provide training through a Department of Labor Registered Apprenticeship Program for propane technicians.

DID YOU KNOW . . .

Business and Industry Services

- Helped more than 7,000 companies increase profitability.
- Was an incentive for companies to locate in Oklahoma and provided training for nearly 5,200 new jobs.
- Helped companies increase sales, improve productivity, reduce costs and expand operations.
- Helped Oklahoma companies secure more than \$218 million in contracts through the Oklahoma Bid Assistance Network.

Business and Industry Development

provides customized training in three key areas.

- *The Training for Industry Program*, ranked as one of the top programs in the nation, provides customized start-up training for workers in new or expanding companies.
- *The Training for Existing Industry Initiative* enables technology centers to offer customized training to existing workers on new systems or equipment. This cost-shared training helps produce economic growth in Oklahoma.
- *Safety and Health Training*, customized for individual companies, helps Oklahoma businesses reduce accidents, lost days, and workers' compensation claims.

Adult and Career Development offerings help adults develop new and emerging job skills, ease workforce transition, and enhance their career development opportunities to succeed in today's workplace.

Oklahoma Bid Assistance Network

provides marketing and technical assistance to Oklahoma businesses interested in selling products and services to federal, state and local governments. OBAN provides specific, valuable resources to help businesses succeed in the bidding process.

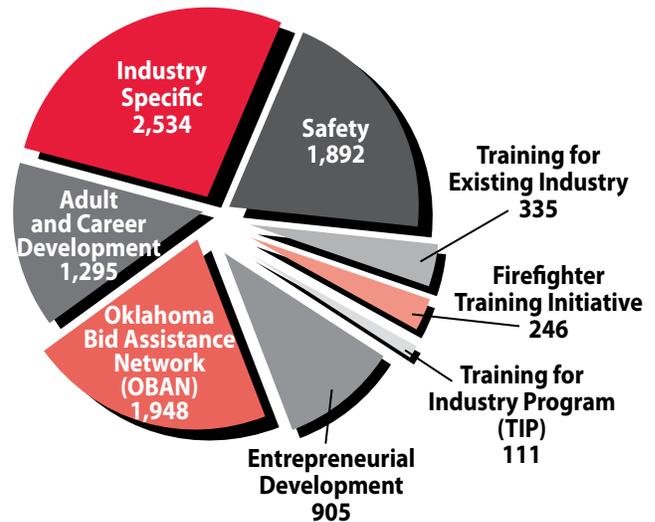
Business Incubators and Entrepreneurial Development

offerings assist the self-employed and small business owners. These individuals receive help in developing strategic plans, setting marketing and sales objectives, and locating facilities for business start-up.

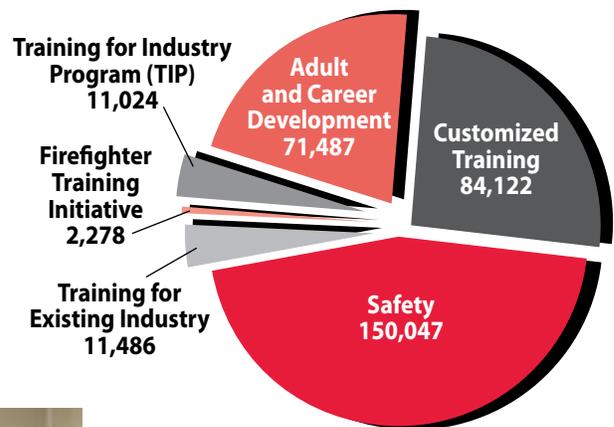
BUSINESS SUCCESS

- Chisholm Trail Technology Center worked closely with Pioneer Telephone to implement new software. Pioneer Telephone employees were trained to maximize the new software's potential and ensure future success in a highly competitive industry.
- To better manage rapid growth, Titan Tank and Vessel partnered with Mid-America Technology Center and the Oklahoma Manufacturing Alliance to implement Lean Manufacturing principles and map its facility for continued growth.
- Oklahoma Department of Career and Technology Education and the Oklahoma Predictive Maintenance Users Group partnered to provide statewide training for the OPMUG membership that helped companies reduce maintenance downtime, raise productivity and increase profitability.
- Southern Oklahoma Technology Center teamed with Michelin NA, Ardmore, to train and cross-train employees in hydraulics and programmable logic controllers. As a result, Michelin is seeing greater manufacturing efficiency and returns.

Businesses Served (FY10)



Enrollments (FY10)



Accounting for duplication of industry served among training type, total number of industries served is 7,094.



Cookshack partnered with K & C Manufacturing, Newkirk, and Tonkawa Foundry in the production of a redesigned Smokette and new pellet-fired Charbroiler. The partnership was facilitated by Northwest Oklahoma's Manufacturing Extension Agent Johnny Thornburgh. His position is sponsored by Northern Oklahoma College and Pioneer Technology Center. Left to right are Kirk Brown, K & C Manufacturing owner; Johnny Thornburgh; Stuart Powell, Cookshack president; Sandy Salisbury Linton, Tonkawa Foundry, Inc., chief financial officer; and Don Reimer, Tonkawa Foundry, Inc., president of foundry operations.

SKILLS CENTERS



Skills Centers Enrollment, Placement, Wage Information

Students served	1,427
Completed	860
Positive placement	86.46%
Average hourly wage	\$10.25

Skills Centers graduate Wade Frank Harting is an electrician/heat and air technician for TanMar Rentals, LLC, provider of rental construction equipment, trailers and tank trucks. He checks the wiring in the breaker box.

CareerTech Skills Centers offer specialized, occupational training to adult and juvenile incarcerated individuals. In the past 35 years, services have grown from just a few training programs in one center to a complete school system that provides a variety of programs and services at 19 sites. In FY10 more than 1,400 individuals were served in Skills Centers programs. Last year 86 percent of those completing Skills Centers programs were placed in jobs within six months of the time they were released from prison.

The Skills Centers philosophy is simple—successful transition from school to the workplace can mean a life of success for the ex-offender. While career-specific training is the primary focus of Skills Centers, students are also prepared for the workplace by developing life and employability skills and increasing academic abilities. The Skills Centers have recently established programs to deter young probationers from entering the correctional environment. These projects were made possible by a United States Department of Labor grant designed to prepare young offenders for entry into high-growth, high-demand occupations.

The Skills Centers currently operate training projects in the following industry clusters: Manufacturing, Transportation, Distribution and Logistics, Construction, Business Management and Administration.

Instructors are highly skilled professionals hired directly from industry who keep up to date on industry standards and practices. In fact, a vital component of the Skills Centers' success is the relationship cultivated with industry representatives. Strategic industry partners not only hire our graduates but also review and make recommendations for curriculum and specific training programs.

Skills Centers graduate Jennifer Tiger is a receptionist at M&M Manufacturing, Tulsa. Tiger completed the Distributions, Transportation, and Logistics program and received several certifications.



STEM: PREPARING STUDENTS FOR THE FUTURE THROUGH SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Career Clusters provide a way for schools to organize instruction and experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels.

Science, Technology, Engineering and Mathematics is one of those Career Clusters. STEM includes Biotechnology, Biomedical and Pre-Engineering curricula for secondary students and Gateway To Technology curricula for middle school students.

The Oklahoma CareerTech system is working to attract more young people to STEM. Students receive a rigorous education that prepares them for success in college and the job market. Oklahoma CareerTech STEM educators are collaborating with partner schools, colleges, universities and employers to create a seamless STEM “pipeline.”

The STEM initiative narrows the achievement gap in math and science, increases high school and college graduation rates, provides the intellectual and technical capital to fulfill workforce needs in STEM fields, and enhances economic competitiveness in Oklahoma.

Project Lead The Way, a national non-profit organization, provides the curriculum for Pre-Engineering, Biomedical and Gateway To Technology. The modern biotechnology industry is a group of companies using biotechnology tools to make a variety of different products. High school students enrolled in Oklahoma CareerTech’s Biotechnology Education are exposed to a wide range of career choices.

In response to a shortage of qualified health and science professionals, Oklahoma has joined other states in offering PLTW Biomedical Sciences curriculum. Biomedical academies have now been implemented in seven technology centers and two high schools. The academies provide biomedical courses for high school students so that they will have the knowledge and skills to be successful in higher education and to pursue careers in biomedical fields.

Oklahoma CareerTech Pre-Engineering Education introduces high school students to opportunities in engineering careers. Pre-Engineering Education has 1,100 students in 12 technology centers at 23 sites. It combines higher-level math and science courses with engineering courses to better prepare students for college. Pre-Engineering is offered in several technology centers throughout the state with partnerships in high schools and colleges. The tech center setting provides labs, equipment and opportunity for students to interface with those in the engineering field.

Oklahoma CareerTech’s Gateway To Technology introduces middle school students to the career possibilities available in engineering. The Gateway To Technology program is offered to more than 1,900 students in 19 middle schools. It combines math and science courses with middle and high school engineering courses to prepare students for college. This initiative is a gateway to Pre-Engineering Education.

Jose Hernandez completed Biomedical Sciences Education classes at Canadian Valley Technology Center to help him get closer to his goal of becoming a pediatrician. He is a junior pre-med major at Oklahoma State University.



COMPREHENSIVE SCHOOLS



Elissa Barnett and Walter Lajara-Nanson, seventh-grade students in the Gateway To Technology class at Central Middle School in Bartlesville, work on the design of their team's Rube Goldberg project.

Half, or 89,036, of Oklahoma's high school students are enrolled in CareerTech classes at 556 school sites. Total student enrollment in Grades 6-12 is 136,871 due to students enrolling in more than one class. CareerTech offerings range from exploration programs to programs that provide specific knowledge and skills in career fields.

CareerTech students are learning valuable skills to prepare them for life and work in the global economy. The relevance and hands-on experiences help students stay engaged and, as a result, CareerTech students achieve proficiency and develop skills to help them succeed in postsecondary education and their future careers.

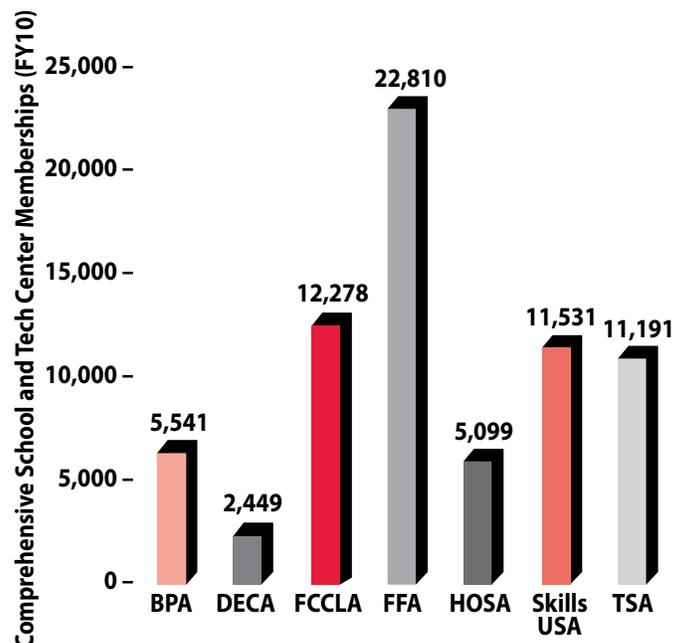
Nearly 71,000 students learn important leadership skills as members of co-curricular CareerTech student organizations—FFA, FCCLA, SkillsUSA, TSA, BPA, HOSA and DECA.

Oklahoma has 83 chapters of the National Technical Honor Society, and last year 2,146 students were members of the organization.

Quality Instructors

A total of 1,372 CareerTech instructors in comprehensive schools help students understand what it takes to succeed in the world of work and in life. Instructors participated in more than 118,000 hours of professional development in FY10 and serve as advisors for CareerTech student organizations.

Two hundred educators in the CareerTech system have earned National Board Certification. These educators have met rigorous standards for what accomplished teachers should know and be able to do.



FY10 Teachers in Comprehensive Schools

Agricultural Education	436
Business and Information Technology Education	210
Family and Consumer Sciences Education	412
Health Careers Education	14
Marketing Education	46
Science, Technology, Engineering and Mathematics	6
Technology Engineering	235
Trade and Industrial Education	13

Comprehensive School Enrollment by Cluster

School Year 2009-2010

Architecture and Construction	3,822
Agriculture, Food and Natural Resources	25,284
Arts, A/V Technology and Communications	5,680
Business Management and Administration	11,131
Education and Training	1,302
Finance	759
Health Sciences	1,157
Human Services	40,847
Hospitality and Tourism	6,550
Information Technology	11,050
Law, Public Safety, Corrections and Security	—
Marketing, Sales and Service	3,907
Manufacturing	800
Science, Technology, Engineering and Mathematics	24,418
Transportation, Distribution and Logistics	173
Total Enrollment	136,880



OFFERINGS IN COMPREHENSIVE SCHOOLS

- Serve students in Grades 6-12
- Meet academic standards
- Provide a hands-on learning environment
- Provide opportunities to explore and experience potential careers

One of more than 11,500 Oklahoma students in SkillsUSA completes a project for the annual state competition.

COMPREHENSIVE SCHOOLS

Team Robo Stingerz is comprised of 12 students from Kingfisher High School's Technology Engineering classes.

From left, Hunter Bonham and Travis Newer; David Pounds, instructor; Jeff Pennington and Beau Kloepfel prepare for the U.S. FIRST organization's First Tech Challenge competition for 14- to 19-year-old students. Last year, the Robo Stingerz received the Inspire Award recognizing the most well-rounded robotics team.

COMPREHENSIVE SCHOOL AND TECHNOLOGY CENTER PROGRAM AREAS

- *Agricultural Education*—Provides leadership skills to students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources system.
- *Business and Information Technology Education*— Offers programs in business and computer technology, E-commerce, customer service, network administration, Web services, video and graphic production, telecommunications and information technology.
- *Family and Consumer Sciences Education*—Prepares students to make informed decisions regarding consumer education, food and nutrition, relationships, housing and textiles. Students prepare for careers in Hospitality and Tourism, Education and Training, and the Human Services Clusters.
- *Health Careers Education*—Prepares students for a variety of health careers including practical nursing, emergency medical services, dental assisting, surgical technician, vision care, medical assisting, respiratory care and radiologic technology.
- *Marketing Education*—Prepares students for employment in such areas as marketing and entrepreneurship, professional sales and marketing, buying and merchandising, marketing information management and research, distribution and logistics, and E-marketing.
- *Science, Technology, Engineering and Mathematics (STEM)*—Prepares students for careers in high-skill, high-tech industries. STEM nurtures creative students who are problem solvers, innovators, inventors, logical thinkers and strong communicators, and who excel in mathematics and sciences through courses in pre-engineering, biomedical sciences, and biotechnology.
- *Technology Engineering*—Focuses on the individual's potential for reasoning, problem solving, imagining and creating. It allows students to participate in self-directed, self-reliant coursework to prepare them to succeed in a technologically advanced world. The first tier incorporates career exploration and experimentation, enabling students to make an educated plan for their future, to focus on specific areas of interest, and to pursue their education to the next level. TechConnect, the second tier, aligns Technology Engineering with technology centers and business and industry by offering in-depth career experiences.
- *Trade and Industrial Education*—Prepares students for rewarding careers in high-demand, high-wage occupations from more than 54 technical and trade-related areas. Instruction includes theory, lab-based simulated industry application, and skill development, often through industry internships. Instructional areas include education in the following career clusters: Construction, Graphics, Information Technology, Service, Transportation and Manufacturing.



CERTIFIED? . . . IT PAYS!

OKLAHOMA'S CAREER READINESS CERTIFICATE

Finding and keeping a job requires higher skill levels than ever before. Employers want to recruit and retain workers with documented skills to reduce turnover and training costs.

The Oklahoma Department of Career and Technology Education, the Oklahoma Department of Commerce and the Governor's Council for Workforce and Economic Development are collaborating to offer the ACT WorkKeys®* assessment and Career Readiness Certificate program, which is designed to meet the needs of both employers and employees.

ACT is a company best known for its college entrance exam. During the past decade, ACT authorized job profilers to complete WorkKeys job and occupational profiles for thousands of jobs across every employment field.

The three components to the CRC or WorkKeys system are KeyTrain, which prepares individuals to take the WorkKeys assessment; WorkKeys Assessments, which measure skill levels; and WorkKeys Job Profiles, which determine skills levels for specific jobs.

The Career Readiness Certificate documents certain fundamental skills held by potential or incumbent employees. Nationally recognized assessments measure skills and provide a common language among educators, businesses and community members.

The ACT WorkKeys Job Profiling service offers a concrete way for businesses to analyze the skills needed for specific jobs and to describe those needs to job applicants. By comparing job profiling information with individuals' scores on the

*WorkKeys is the registered trademark of ACT, Inc.

WorkKeys is a confidence builder. Employees can see exactly where they excel and where training is needed for job satisfaction. We will continue to use WorkKeys for hiring the right person for the job and for promotions. The assessments ensure that employees have the right skill sets and training needed.

Jeff Pardu

Owner and Controller
Pelco Products, Inc.

WorkKeys assessments, businesses can make reliable decisions about hiring, training and program development.

"Matching the right employee to the right job at the right time creates a healthy workplace and positive impact on the state," said Susan Kuzmic, CRC project specialist.

Some 75 Oklahoma businesses in 30 towns are finding success with the program. Oklahoma provides 150 CRC assessment sites at CareerTech's technology centers, workforce centers, community colleges, adult education centers and tribal career centers. All 29 technology centers and some workforce centers across the state also provide KeyTrain to help people prepare for the WorkKeys assessments.

Since 2006, more than 46,000 Oklahomans have earned the CRC.



INSTRUCTIONAL SYSTEMS

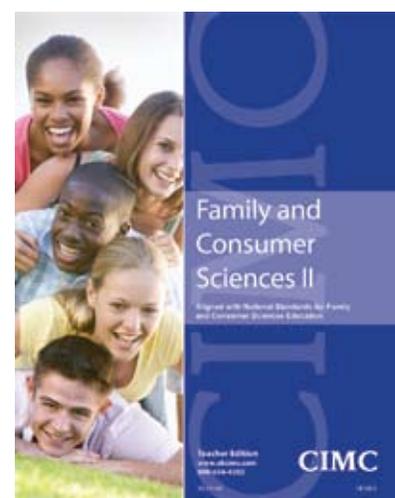
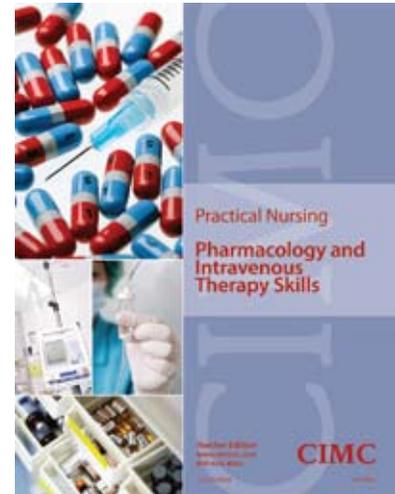
Instructional Systems is comprised of the Curriculum and Instructional Materials Center, the Multi-State Academic and Vocational Curriculum Consortium, the Testing Division, Creative Services and the Printing Plant. These divisions develop and publish instructional materials and assessments for CareerTech programs, which are industry-driven, competency-based, current, accessible and affordable. More than 70 percent of funding for these initiatives comes from curriculum sales, member dues, testing sales, creative services and printing jobs. Other revenue sources include state and federal funds.

The Instructional Systems division achieves its mission by having goals to . . .

- Provide products that are current, high-quality, consistent, affordable and available.
- Add value to both the processes and instructional products for Oklahoma's CareerTech teachers.
- Provide tools and a mechanism to ensure accountability of programs and students.
- Address the needs of state industries and initiatives into products.

2010 HIGHLIGHTS . . .

- Testing administered more than 89,000 online assessments.
- CIMC and MAVCC launched multiple new online titles through development initiatives and partnerships.
- MAVCC and Testing were involved in the national wind turbine technician curriculum and assessment project.
- The Printing Plant has moved to five-color press capabilities.
- CIMC and Testing both experienced increased sales despite a challenging economy.



DROPOUT RECOVERY

Many technology centers in our system have developed strategies to increase access to a wide range of services for at-risk youth. These services include dropout recovery, credit recovery and dropout prevention. The objective is to increase the high school graduation rate and give more opportunities for participation in career and technology education.

Each project offers students the opportunity to recover high school credits, develop academic knowledge and secure a high school diploma. These students also participate in life skills development and are able to enroll in occupational training.

During FY10, 493 students attained a high school diploma through these projects, and another 22 completed a GED. A total of 470 students were stabilized, began earning credits and are planning to continue their education. Also, 58 students were stabilized, earned credits and then re-enrolled at their regular high school. Almost 500 potential students were placed on waiting lists because program space is limited.

"More than 1,000 school-aged individuals, 18-21 years of age, are incarcerated in our state's adult correctional facilities. More than 75 percent of these are high school dropouts," said Dom Garrison, associate state director. "As we learn more about our out-of-school youth population, we are discovering that many of them have not attended school regularly since the seventh grade. Finding new ways of serving these learners pays huge dividends to our state and helps in our efforts to better prepare citizens for the workplace of tomorrow."

Additional projects are being planned in many areas of our state. The combination of academic learning, credit recovery/attainment, and career training has proven to be a great model for re-engaging these out-of-school youth in the education process.

Since 1996 the Oklahoma Department of Career and Technology Education has assisted with funding of dropout recovery projects at technology centers. Nine technology centers participate in organized, funded activities to bring out-of-school youth back into a formal education process to obtain high school credentials. They are Canadian Valley, Central Tech, Francis Tuttle, Great Plains, Mid-Del, Metro Tech, Pioneer, Southern, and Tulsa Tech.



Students in the Project Connect dropout recovery program at Canadian Valley work on assignments.

FAST FACTS

ENROLLMENTS

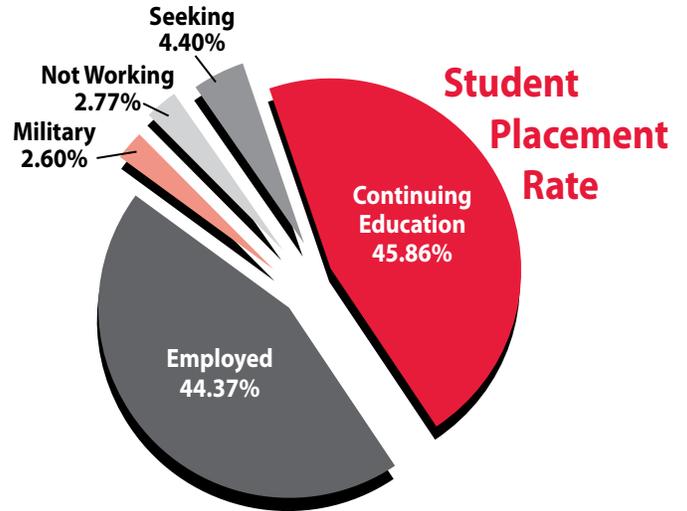
Secondary

Comprehensive Schools.....	136,871
Technology Centers.....	17,621
Total Secondary Enrollment	154,492

Postsecondary

Full-Time Offerings.....	13,145
Industry-Specific Training	247,933
Adult and Career Development.....	71,487
Training for Industry (TIP).....	11,024
Skills Centers	1,427
Total Postsecondary Enrollment.....	345,016
Total Enrollment—All Categories.....	499,508

NOTE: Students enrolled are duplicated in some categories.



TEACHERS IN FULL-TIME OFFERINGS

Technology Centers	1,181
Comprehensive Schools.....	1,372
Skills Centers.....	42
Total	2,595

Number of Comprehensive School Districts with CareerTech Offerings	398
Comprehensive School Sites with CareerTech Offerings	556
Number of Technology Center Districts	29
Number of Campuses	57
Number of Counties Served by Technology Centers	72

SECONDARY ENROLLMENTS

(unduplicated within grade level)

Grade	CareerTech	Statewide	Percent Served
6th	8,165	47,456	17%
7th	11,897	45,867	26%
8th	15,706	45,247	35%
9th	21,002	48,797	43%
10th	20,266	45,836	44%
11th	23,276	42,542	55%
12th	24,492	39,997	61%
Totals 6th-12th	124,804	315,742	40%
Totals 9th-12th	89,036	177,172	50%

NOTE: Total secondary technology enrollment is 154,498 due to students who enroll in more than one offering.

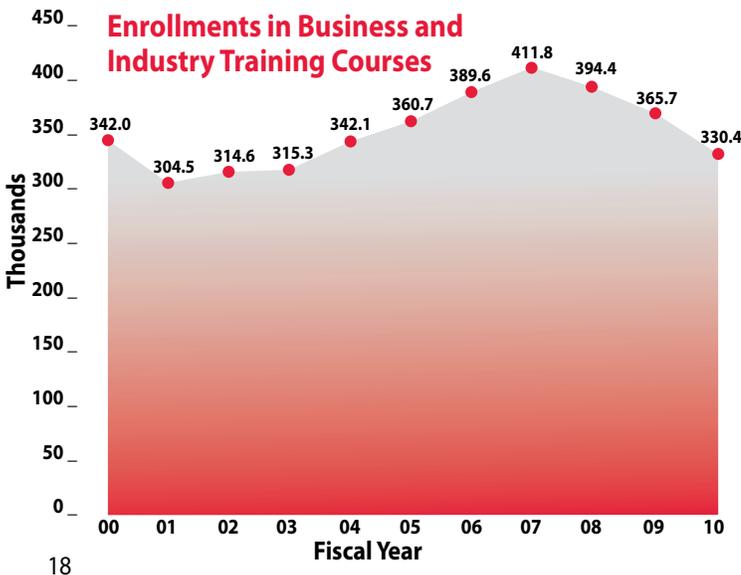
DEMOGRAPHICS OF ENROLLEES IN FULL-TIME OFFERINGS

Secondary

Male	79,048	(51%)
Female	75,403	(49%)
Disadvantaged.....	82,701	(54%)
Nondisadvantaged.....	71,791	(46%)
Disabled	18,086	(12%)
Nondisabled	136,406	(88%)

Postsecondary

Male	6,513	(50%)
Female	6,602	(50%)
Disadvantaged.....	3,918	(30%)
Nondisadvantaged.....	9,227	(70%)
Disabled	1,061	(8%)
Nondisabled	12,084	(92%)



A YEAR IN REVIEW

- Oklahoma CareerTech hosted a Canadian delegation of four teachers from the Arts and Technology Center in Winnipeg, Manitoba. They had discussions with staff members of the Oklahoma Department of Career and Technology Education and visited three technology centers to learn more about innovative vocational and technical programs, classroom and online delivery models, and administrative and operational solutions.
- The National Science Foundation awarded a \$2.7 million grant, entitled “Reversing the Outsourcing Tide in Mission-Critical Disciplines,” to the Cyber Security Education Consortium. The consortium was launched in Oklahoma in 2002 to grow Oklahoma’s information technology workforce in technology centers and two-year institutions. The Oklahoma Department of Career and Technology Education serves as the lead institution for Oklahoma in partnership with six technology centers and three community colleges. The University of Tulsa, a national leader in cyber security education and research, serves as mentor to the institutions.
- CareerTech’s Science, Technology, Engineering and Mathematics (STEM) Academies have been recognized by Creative Oklahoma for Great Inspirations, which recognizes and publicizes Oklahomans’ creative endeavors, solutions or activities as both a stimulus and an example for other corporations, organizations, communities or educational institutions.
- Career and Academic Connections issued 12,971 Career Readiness Certificates, a nationally recognized, portable credential that measures fundamental employability skills using ACT WorkKeys assessments.
- In partnership with Oklahoma State Regents for Higher Education, Oklahoma technology centers can receive high school transcripts electronically from participating partner schools. Forty-one technology center sites received 3,424 e-transcripts in FY 10.
- Gateway To Technology is geared to make science, mathematics, technology and inquiry skills exciting to middle school students. It is offered in 19 middle schools to more than 1,900 students.
- Tulsa Technology Center’s Pre-Engineering Academy was recognized as one of only 10 Project Lead The Way National Model School Sites in the nation.
- CareerTech and Oklahoma State University Institute of Technology piloted summer camps in June 2010 to introduce students in Grades 8-10 to nanotechnology and its application to engineering, manufacturing, health care and other industries.
- Nearly half of Oklahoma high school students, or more than 89,000, were enrolled in CareerTech classes.
- Choctaw High School received the Gold Achievement Award from High Schools That Work for having at least 50 percent of its students earn the 2010 HSTW Award of Educational Achievement. To earn the award, students must meet all three readiness goals on the HSTW Assessment, complete a college-ready academic core in two of three subject areas (reading, math and science) and complete a concentration.
- Wes Watkins Technology Center received the Gold Improvement Award from Tech Centers That Work. WWTC increased their mean score on the TCTW assessment reading, mathematics and science tests by at least 10 points from 2008 to 2010.



**Oklahoma Department of Career
and Technology Education**

1500 West Seventh Avenue
Stillwater, OK 74074-4364

405.377.2000

www.okcareertech.org