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## 1. Executive Summary

Oklahoma's Career and Technology Education System (CareerTech System) is a comprehensive educational system focusing on creating high-quality educational experiences for youth and adult students as well as companies. These educational experiences improve the Oklahoma economy because they provide individuals with the training and skills necessary to be successful in the workplace and provide companies with the required workforce needed to compete globally. This business plan describes Oklahoma's current economic state; the CareerTech System's value proposition and strategic purposes; the resources and markets available to the CareerTech System; and action plans required for system progress and continuous improvement.

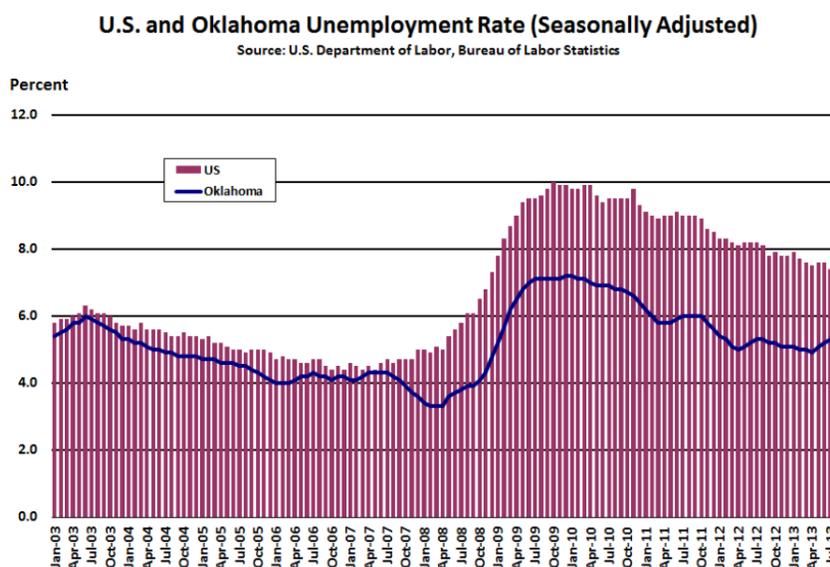
## 2. Oklahoma's Current State

### a. Oklahoma's Economic Indicators

In the Oklahoma Economics Indicator Report, the Oklahoma Employment Security Commission reported that Oklahoma's seasonally-adjusted unemployment rate was 5.3 percent, after rising for three consecutive months (see Figure 2.1). The U.S. jobless rate was 7.3 percent in August 2013.

Oklahoma's relatively low unemployment rate means every Oklahoman is needed to drive the state's economy. Further, all Oklahomans need to be engaged in high skill, high wage work if the state is to maximize its wealth generating capacity.

Figure 2.1 U.S. and Oklahoma Unemployment Rate



Source: Oklahoma Employment Security Commission (2013)

Oklahoma nonfarm employment grew by 9,800 from August 2012 to August 2013. Leisure and hospitality reported the largest annual job gains (8,400). Mining and logging lost 5,000 jobs, and other services lost 3,400 jobs, together accounting for the most of the year-to-year job losses.

**b. Oklahoma’s Projected Job Growth**

Oklahoma has 1,526,731 jobs by industry, as shown in Figure 2.2. Oklahoma jobs are projected to grow 7.3 percent between 2013 and 2023 and are estimated to out-pace the nation’s job growth. This aggressive growth projection reinforces the need for all Oklahomans to have the skills and knowledge necessary to be productively engaged in the workplace.

Figure 2.2 Oklahoma and the Nation’s Regional Job Trends



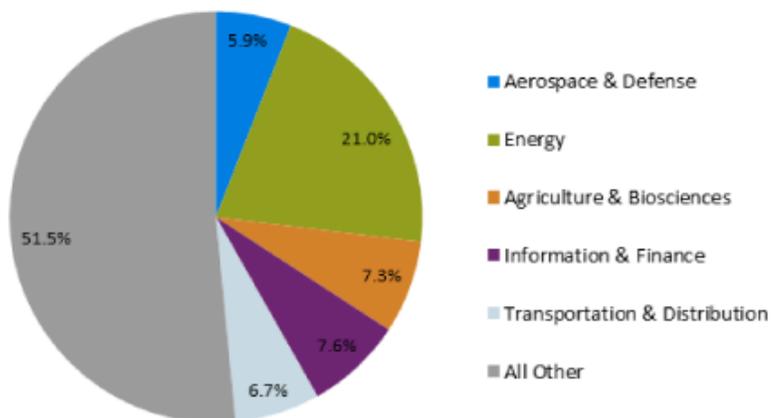
Region	2013 Jobs	2018 Jobs	% Change
● State	1,526,731	1,638,804	7.3%
● Nation	133,807,035	141,926,208	6.1%

Source: Economic Modeling System Inc., Economic Overview 2013

**c. Oklahoma’s Ecosystems**

Oklahoma plans to train the workforce and entrepreneurs, remove unnecessary regulation, create pro-growth incentives and create the appropriate infrastructure to spur growth in the key wealth-generating industries. The Oklahoma Department of Commerce’s Inspire Oklahoma initiative identified five key industries that provide the highest possible return for the state and serve as the backbone of Oklahoma’s economy. Why these industries?

- Wealth Generation
- Sales Revenue
- Export Share
- Wages
- External Wealth Generation
- Growth Potential
- New Markets
- Industry Trends
- Number of Establishments
- Competitive Advantage
- Location Quotient



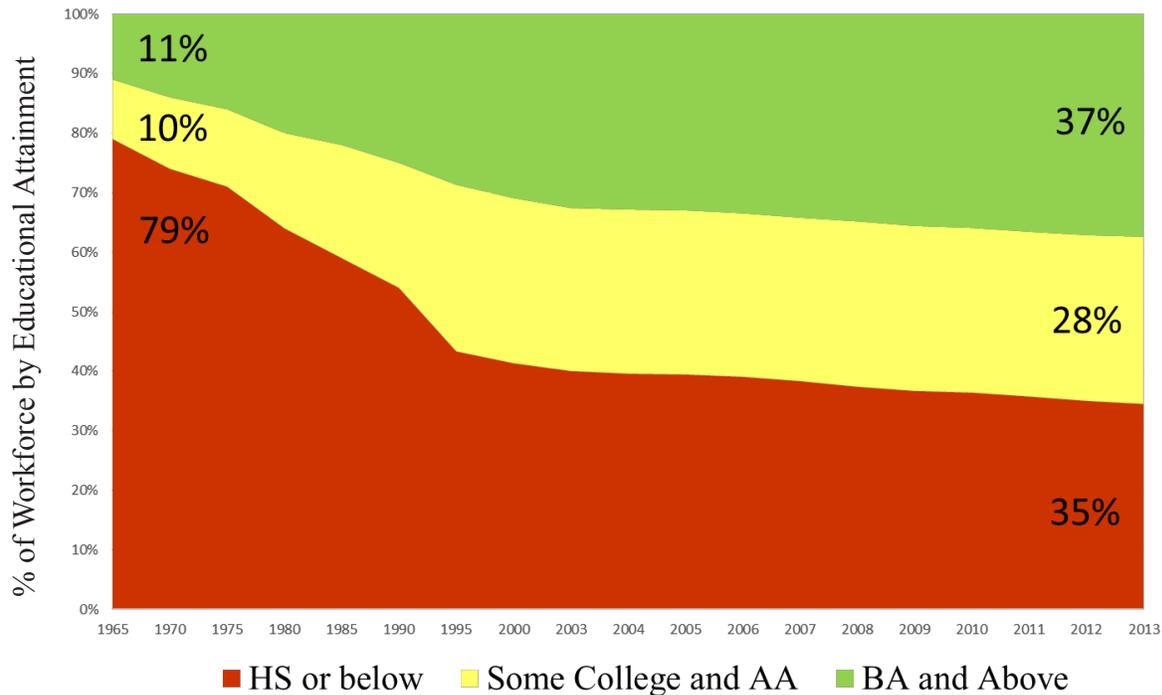
Ecosystem	Industries that Comprise This Group
Aerospace and Defense	Parts and Components Manufacturing Maintenance, Repair, and Overhaul Unmanned Aerial Systems Military-Related Research and Development
Energy	Machinery Manufacturing Natural Gas Products Distribution Engineering Services
Agriculture and Biosciences	Food Manufacturing Commodity Production and Distribution Fertilizer Manufacturing Research and Development
Information and Financial Services	Data Centers Banking and Investment Cyber Security Computer Systems
Transportation and Distribution	Air, Rail, Water, and Pipeline Equipment Manufacturing Warehousing and Storage Wholesale Brokers

#### **d. America Works: Education and Training for Tomorrow's Jobs**

As chairwoman of the National Governors Association, Governor Fallin launched the America Works: Education and Training for Tomorrow's Jobs initiative in August 2013. Governor Fallin believes securing the nation's economic future will require significant improvements in education, CareerTech, and workforce training programs. It will require closer relationships among career and technology systems, high schools, postsecondary institutions, workforce training providers and employers. The increasing need for more education is illustrated in Figure 2.3.

Figure 2.3 Increasing Need for More Education

## Increasing Need for More Education



NATIONAL GOVERNORS ASSOCIATION

Source: Current Population Survey, multiple years.

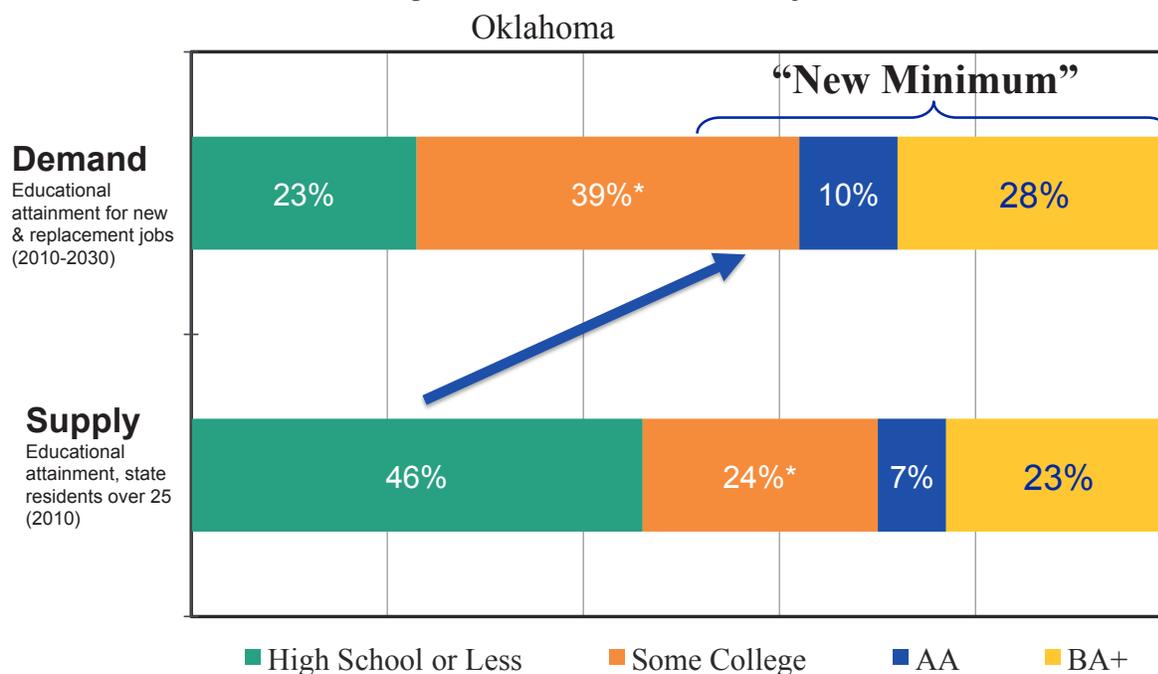
(Please note, CareerTech certificates are a part of the Some College and AA classification. Further, these certificates and substantial college level education can be achieved concurrently with a high school education.)

This initiative is critical to the United States because failing to provide students with the skills they need to navigate postsecondary education successfully will limit too many students’ potential economic productivity. The America Works: Education and Training for Tomorrow’s Jobs initiative found that approximately 75 percent of public high school students graduate. Approximately half of the students who continue their education beyond high school finish a degree or CareerTech certificate program. Many adults lack the basic literacy and numeracy skills to qualify for high-paying jobs.

A growing national crisis is the failure of youth to launch their careers. Youth disengagement in the workforce is now higher than during the Great Depression of the last century. This crisis is creating a “lost generation” who have no income, no savings, and incredible educational debt. The crisis is complex, but a substantial part of the crisis is a mismatch of workplace requirements and skills. The delineation between supply and demand in relation to education level is illustrated in Figure 2.4.

Figure 2.4 Attainment vs. Projected Demand by Education Level

## Attainment vs. Projected Demand by Education Level



Sources: ACS, EMSI

### NATIONAL GOVERNORS ASSOCIATION

The America Works: Education and Training for Tomorrow's Jobs initiative will concentrate on improving the capacity and effectiveness of states' education and workforce training systems and aligning those systems with the needs of the states' economies.

The initiative promotes:

- Engaging education, business and government leaders to align K-12, career and technology education, community and technical colleges, universities and workforce training providers with future labor demands.
- Using data and information to determine future labor demands and prioritize changes in education and workforce training systems to achieve desired results.
- Elevating the importance of postsecondary education — a degree and CareerTech certificate — as the new minimum to gain access to career opportunities.
- Providing state-specific return-on-investment data for degree and certificate attainment.
- Producing a guide and case studies on leading state efforts to integrate and use education and workforce data to better align education and workforce training with state specific labor needs.
- Building and strengthening education and workforce training programs, promoting stronger collaboration and information sharing between education and workforce/economic development

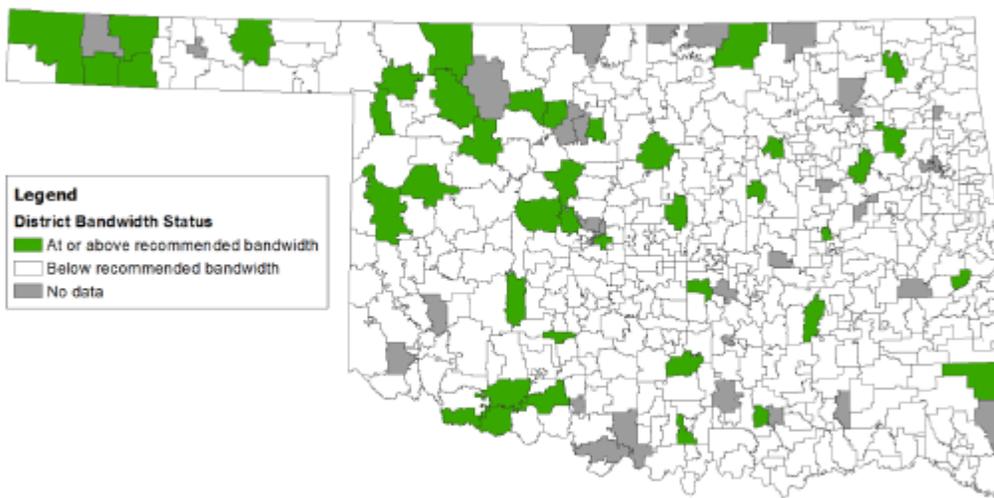
agencies and organizations and expanding the public and private sector education and training capacity to meet future workforce needs.

CareerTech delivers in all of the areas of this initiative. From the partnerships between K-12 and Higher Education, to business and industry, to local communities, CareerTech has a strong foundation and forward momentum to accelerate each of the desired outcomes laid out by the Governor's initiative. Workforce training, partnerships, industry credentials, and accountability for results are all in existence in the CareerTech system today.

**e. Digital Challenge**

ODCTE recognizes one of the challenges in accomplishing stronger training programs, integrated academics, and digital delivery opportunities is the lack of adequate bandwidth statewide. It is critical this challenge is addressed to ensure statewide access to resources that will positively impact local communities and the state as a whole.

Oklahoma School Districts Recommended Bandwidth Status, 2013



### 3. CareerTech Value Proposition

#### a. Value Proposition

A job for every Oklahoman and a workforce for every company.

“There are many important issues that have a profound impact on Oklahomans and Americans everywhere. I believe one area that will have perhaps the greatest impact on the future of this country and its economic trajectory is education, specifically our ability to train and field a well-educated, highly skilled workforce.”

Governor Mary Fallin  
Aug. 5, 2013

Oklahoma Needs	CareerTech Answers
Young people who have found an economically productive passion or purpose.	Career Development
Oklahoman youth engaged in the economy - Currently 16% of Oklahoma youth are not engaged.	Career Readiness and Work and Family Studies
Lower college remediation rates - 47% of 2011 freshmen required academic remediation at college, which marks the highest rate in the sixteen year history of the report.	Career Readiness
Increased National Assessment of Educational Progress (NAEP) scores - overall scores are on an upswing, but Oklahoma students are still below the National average.	Academic Enhancement
More industry credentials aligned with the wealth generating ecosystems	Career Preparation
Oklahomans with the skills required for entry into or advance in the workforce	Career Preparation and Customized Services
More Oklahomans prepared for STEM careers	Career Readiness and Career Preparation
A workforce focused on continuous learning aligned to company needs	Customized Services and Partnerships
Data and information to determine future labor demands and prioritize changes in education and workforce training systems to achieve desired results.	Department of CareerTech information systems aligned with P-20 and Commerce data systems
Oklahomans with the “new minimum” educational attainment to gain access to career opportunities - CareerTech certificates and degrees.	Academic Enhancement, Career Readiness, and Career Preparation

The CareerTech System can meet the diverse needs of Oklahomans and provide individuals and companies with the educational experiences needed to compete globally by delivering on the seven strategic purposes. In turn, CareerTech can provide a positive return on investment (ROI) for taxpayers.

### b. CareerTech Strategic Purposes – the products to deliver on the value proposition

The CareerTech System is charged with assuring Oklahomans can be economically productive and companies can find the workforce they need to prosper. CareerTech’s implementation of the seven strategic purposes will drive performance and continuous improvement to achieve the needs of Oklahoma. These purposes broadly define the system’s ends, “ what good for whom”.

Strategic purposes		Youth	Adults	Companies
Base	<b>Career development</b> – Assure students have the knowledge and skills to make informed career choices and to create education plans to be prepared for those careers.	X	X	
Foundational	<b>Career readiness</b> – Assure students know how to analyze issues, resolve problems, work with others, and adapt to complex workplaces. Creativity, problem solving and critical thinking skills are core to career readiness.	X	X	
	<b>Work and family studies</b> – Assure students develop specific life skills that operate in synergy with career skills. This will allow Oklahomans to be more productive by balancing work and family life through personal resource management, health and wellness, time management and other similar skills.	X	X	
	<b>Academic enhancement</b> – Assure students develop the academic knowledge and skills required by students’ career choices.	X	X	
Core	<b>Career preparation and enhancement</b> – Develop students’ technical knowledge and skills required to succeed in postsecondary education or careers or to advance within careers.	X	X	
	<b>Customized training and consulting</b> – Design and deliver training and consulting based upon an organization’s specific requirements. Training is designed to refine an organization’s existing or soon-to-be-hired workforce to produce a specific business result. Consulting is required for an organization to compete more effectively in the marketplace.			X
Support	<b>Curriculum and assessment services</b> – Provide curriculum and assessment products to schools. The customer base is international in scope and includes Oklahoma schools.	X	X	X

#### 3b. (1). Career Development Strategic Purpose

Career development is based upon the tenet that all K-12 and adult students should have the information they need to make informed decisions about their education and career choices. Helping individuals increase self-understanding of their abilities, interests, values and goals is a vital foundation of the career development process.

Career development is gauged by measuring:

- Career exploration.
- Career goals.
- Career maturity.
- Educational career plans.

Career development benefits individuals, companies and taxpayers by:

- Ensuring individuals make informed career decisions based on facts and not the latest sitcom.
- Improving student transitions to college and careers.

- Strengthening the connection between students and industry.
- Promoting career exploration through awareness of career options.
- Increasing student engagement and motivation through business collaboration and involvement.

### **3b. (2). Career Readiness Strategic Purpose**

Career readiness prepares individuals to acquire academic and employability skills to be successful in education and livelihood.

Career readiness is gauged by measuring:

- Creativity.
- Problem-solving ability.
- Collaboration.
- Critical thinking.
- Communication.

Career readiness benefits individuals, companies and taxpayers by:

- Providing a better workforce.
- Providing students marketable and transferable skills.
- Developing and enhancing skills that will facilitate job placement, retention and advancement.

### **3b.(3). Work and Family Studies Strategic Purpose**

The well-being of individuals and families is a state, national and global concern. Work and family studies educates individuals in building positive life skills necessary to be productive and responsible citizens.

Work and family studies is gauged by measuring:

- Financial literacy.
- Health and wellness.
- Life plan management.
- Time management.

Work and family studies benefits individuals, companies and taxpayers by:

- Promoting health and wellness.
- Preparing for managing work and life balance.
- Providing employers a workforce of people who possess professional work habits.
- Creating financially literate and knowledgeable consumers.
- Engaging in community service and outreach.

**3b.(4). Academic Enhancement Strategic Purpose**

Academic enhancement in the 21<sup>st</sup>-century workplace requires Oklahomans to have education and training beyond high school diplomas to obtain financial security. It is imperative that the workforce has the academic skills needed to be competitive and maintain and improve America's standard of living.

Academic enhancement is gauged by measuring:

- College remediation rate.
- College credit obtained.
- Academic attainment.

Academic enhancement benefits individuals, companies and taxpayers by:

- Improving students' college-readiness.
- Reducing college remediation.
- Increasing students' academic knowledge, achievement and performance.
- Integrating academics with technical skills to ensure a sustainable and competitive workforce.

**3b. (5). Career Preparation and Enhancement Strategic Purpose**

Career preparation and enhancement provides students the technical knowledge and skills required in a creative and innovative society. Today a postsecondary degree and relevant industry-recognized credential are essential in fueling a more vibrant Oklahoma economy.

Career preparation and enhancement is gauged by measuring:

- Industry credentials, certificates and licensure.
- Related placement.
- Wages.
- Competency attainment.

Career preparation and enhancement benefits individuals, companies and taxpayers by:

- Attracting new wealth-generating industries to Oklahoma.
- Providing a highly skilled workforce.
- Reducing the cost of postsecondary education by providing an opportunity to gain college credit.
- Increasing lifetime earning gains for students achieving industry-recognized credentials and degrees.

**3b. (6). Customized Training and Consulting Services Strategic Purpose**

Customized training and consulting services fulfills a unique and critical need for Oklahoma businesses. Oklahoma's future hinges on business and industry's ability to successfully compete in a global economy. A highly skilled workforce is essential for success in today's challenging business environment.

Customized training and consulting services are gauged by measuring:

- Customer satisfaction.
- Industry-recognized certification or licensure.
- New companies served.
- Repeat customer rates.
- Impact interviews.
- Ecosystem penetration.
- Business penetration rates.
- Ecosystem training and workforce.
- Population penetration.

Customized training and consulting services benefits individuals, companies and taxpayers by:

- Partnering with companies to increase productivity, reduce costs and implement high-quality, continuous improvement practices.
- Reducing human injury rates by promoting health and safety practices.
- Upgrading incumbent workers' skills and expertise to support industry growth and development.
- Engaging entrepreneurs and companies to spur innovation.
- Facilitating business plan development to attract potential investors and startup companies.

**3b. (7). Curriculum and Assessment Strategic Purpose**

Curriculum and assessment plays a vital role in providing quality educational experiences to customers and validating student achievement.

Curriculum and assessment is gauged by measuring:

- Innovation.
- Customer satisfaction.
- Cost-effectiveness.
- Customer demand.

Curriculum and assessment benefits individuals, companies and taxpayers by:

- Providing curriculum and assessments aligned with industry-recognized standards and competencies.
- Providing a digital delivery system that is accessible to students, parents and faculty.

- Improving efficiency by transitioning to digital delivery.
- Optimizing technology to create up-to-date and relevant learning experiences.

#### 4. Resources – How we will deliver on the value proposition

##### a. The Team

###### i. Governor

The governor of Oklahoma is accountable to the residents of Oklahoma. The governor appoints members of the State Board of Career and Technology Education. The board evaluates the state director on an annual basis using the Performance Management Process. Each senior leader is also evaluated using the PMP, based upon each individual's job duties.

###### ii. Board

The State Board of Career and Technology Education consist of nine members. The director of ODCTE is the executive officer of the board and serves as an ex officio non-voting member. Figure 4.2 lists the names of the current SBCTE governing body.

Figure 4.2 The State Board of Career and Technology Education

Name	Appointing Authority	Exp Date
Janet Barresi, State Supt.	Elected Office	
Mr. H.C. "Will" Williams	Governor – District 1	April 1, 2016
Mr. Karl Meyers	Governor – District 2	April 1, 2017
Mrs. Marilyn Harrel	Governor – District 3	April 1, 2018
Ms. Amy Ford	Governor – District 3 *	April 1, 2016
Mr. Phillip Kennedy	Governor – District 4	April 1, 2019
MG (R) Lee Baxter	Governor – District 4*	April 1, 2017
Mr. Randy Gilbert	Governor – District 5	April 1, 2014
Mr. Todd Hiett	Governor – At Large	April 1, 2015
*designates members also serving on the State Board of Education		

###### iii. State Leadership

The ODCTE leadership team is organized by the board-approved strategic purposes and process approach. The alignment of senior leaderships will focus on student performance, process quality, and customer satisfaction. ODCTE has a distinct competitive advantage because of accountability, system oversight, and connection to all entities and partners. The years of experience in career and technology education among senior leadership exceeds 130 years. The vast knowledge of the rich CareerTech heritage will escalate the ability to move forward and meet the demands of a high-skilled workforce and core educational needs.

#### iv. CareerTech Regions

There are 33 CareerTech regions. Thirty regions are defined by distinct geographic boundaries where career and technology education is offered. The first 29 regions are each defined by the geographic boundary of comprehensive school districts that are members of technology center districts. The region will include the comprehensive schools and the local technology center. The 30th region is defined by the geographic boundaries of comprehensive schools that are not members of a technology center. The final three regions are skills centers, the state agency and curriculum and assessment.

The resources within the regions are comprised of technology centers and comprehensive schools. This comprehensive statewide workforce touches all entities of education, local communities, and business and industry. Specific work is focused on connecting all entities to meet the needs of Oklahoma. The CareerTech system is perfectly positioned to deliver on the value propositions in a cost effective and timely manner.

##### 1. *Technology Centers*

**Technology centers** are educational entities that provide educational experiences for various customers. Technology centers are governed by local school boards with a locally defined organizational structure. Technology centers employ approximately 4,870 CareerTech personnel.

##### 2. *Comprehensive Schools*

**Comprehensive schools** are educational entities administered by the Oklahoma State Department of Education that provide education for prekindergarten through 12th-grade students. CareerTech programs within the comprehensive schools are available for sixth- through 12th-grade students and are supported by ODCTE. Comprehensive schools employ approximately 1,250 CareerTech personnel.

#### v. Statewide Services

##### 1. *Skills Centers*

The Skills Centers system is an educational delivery arm of CareerTech under the governance of ODCTE. The centers are located within Oklahoma correctional facilities and provide career and technology education to inmates under the supervision of the Oklahoma Department of Corrections and to juveniles under the supervision of the Oklahoma Office of Juvenile Affairs.

##### 2. *Curriculum and Assessments*

The Curriculum and Instructional Materials Center develops high-quality, industry-endorsed competency-based instructional products and services for career and technology education. The CareerTech Testing Center works closely with instructors, program administrators, industry representatives and credentialing entities to ensure skills standards and assessments reflect national standards and local industry needs and meet the requirements for end-of-course and technical skills assessments.

## vi. Partnerships

Key partners (Figure 4.4) play an essential role in collaborating with CareerTech to provide the resources, knowledge, support and services needed to deliver high-quality educational experiences. Key partners are an integral part of determining what is taught within the CareerTech System to ensure a well-trained workforce is available for employment.

Figure 4.4 CareerTech Partnership Model

## b. Major Processes

The following are the major work units that must be completed to achieve the system's strategic purposes.

1. Leadership
2. Strategic planning
3. Customer (students, clients) and stakeholder focus
4. Information management
5. Human resources
6. Financial
7. Marketing
8. Regulatory oversight and system quality control
9. Standards and assessments
10. Instructional design and delivery
11. Research and Innovation
12. Supply-chain management and partnerships
13. Facilities, equipment, transportation, grounds
14. Student support services
15. Technology support services
16. Safety and security



These major units will be further defined through key requirements, procedures and process quality measures. The decision framework for these processes will ask six questions:

- Is it ethical?
- Can we afford it?
- Will it improve customer performance?
- Will it improve student and business and industry satisfaction?
- Will it improve staff satisfaction?
- Will it improve stakeholder satisfaction?

## c. Financial - FY15 Appropriations Request per purpose and process

<u>*Agency budget by Strategic Purpose</u>	<u>FY14/15 Reorganization</u>	<u>FY15 New Initiatives</u>	<u>FY15 Performance Funding</u>	<u>Total New Funding Request</u>
<b>Career Development</b>			\$ 1,300,000	\$ 1,300,000
<b>Career Readiness</b>	\$ 19,935,744		\$ 9,500,000	\$ 9,500,000
<b>Work and Family Studies</b>	\$ 3,441,010		\$ 1,200,000	\$ 1,200,000
<b>Academic Enhancement</b>	\$ 2,586,011			
<b>Career Preparation and Enhancement</b>	\$ 111,905,033		\$ 10,000,000	\$ 10,000,000
<b>Customized Training and Consulting</b>	\$ 10,389,449		\$ 2,665,000	\$ 2,665,000
<b>Curriculum and Assessment Services</b>	\$ 5,269,255	\$ 2,160,000		\$ 2,160,000
<b>*Strategic Purpose Total</b>	\$ 153,526,502	\$ 2,160,000	\$ 24,665,000	\$ 26,825,000
<u>**Agency budget by Major Processes</u>				
<b>Leadership &amp; Strategic Planning</b>	\$ 791,378			
<b>Strategic Planning</b>	\$ 107,426			
<b>Information Management</b>	\$ 401,890	\$ 3,500,000		\$ 3,500,000
<b>Human Resources</b>	\$ 2,008,844			
<b>Research and Innovation</b>	\$ 287,728			
<b>System Quality Control</b>	\$ 108,101			
<b>Technology Support Services</b>	\$ 2,250,748			
<b>Financial</b>	\$ 1,490,927			
<b>Facilities, Equipment, Transportation, Grounds</b>	\$ 1,403,296			
<b>Customer and Stakeholder Focus</b>	\$ 937,990	\$ 6,382,750		\$ 6,382,750
<b>Marketing</b>	\$ 391,057	\$ 350,000		\$ 350,000
<b>Student Support Services</b>	\$ 8,497,019	\$ 4,050,000		\$ 4,050,000
<b>Regulatory Oversight</b>	\$ 1,318,081	760,990		\$ 760,990
<b>Supply Chain Management</b>	\$ 1,622,032			
<b>**Major Processes Total</b>	\$ 21,616,517	\$ 15,043,740		\$ 15,043,740
<b>***Totals</b>	\$ 175,143,019	\$ 17,203,740	\$ 24,665,000	\$ 41,868,740
<b>Less Agency Resource Allocations</b>				\$ (6,868,740)
<b>New Appropriations Requested</b>				<b>\$ 35,000,000</b>

## 5. Markets

### a. Customers

The CareerTech System's competitive advantage is intrinsically linked to its ability to create and deliver high-quality educational experiences to its customers: youth, adults and companies/employers. It is also critical we deliver value to Oklahoma taxpayers.

#### i. *Students:*

Oklahoma's career and technology education students are kindergarten through adult learners participating in CareerTech educational experiences. The educational experiences enrich students at all stages of life using the CareerTech strategic purposes.

#### ii. *Companies/Employers:*

Oklahoma companies and employers range from sole proprietors to major corporations and are encompassed by the governor's ecosystems. CareerTech programming enhances the productivity of the workforce so companies can create wealth for Oklahoma and Oklahomans.

#### iii. *Taxpayers*

Oklahoma taxpayers provide substantial support and resources to the CareerTech System. Since CareerTech is entrusted with these resources, it is our responsibility to be good stewards of taxpayers' investment. Support from Oklahoma taxpayers is essential for CareerTech to accomplish the strategic purposes to ensure Oklahoma's future prosperity.

## 6. Action Plans – Key work required to achieve the value proposition

Action Items	Year 1	Year 2	Year 3	Year 4	Year 5
Career Development establishment	x				
Performance Funding implementation	x				
Information Management system upgrade	x				
Career Readiness Expansion	x				
Ecosystem Industry Certification Expansion	x				
Enterprise Workforce Development establishment	x				
Digital Curriculum design and deployment	x				
Accreditation Process redesign	x				
CareerTech Branding	x				
CareerTech Teacher Certification Process upgrade	x				
CareerTech Administrator Certification Process upgrade	x				
OHLAP expansion to CareerTech credentials	x				
Comprehensive Market Analysis		x			
Career Major alignment		x			
Workforce engagement across all entities		x			
Innovation management		x			
Career Development Extended Deployment		x			
Customer Relations Systematic Approach		x			
Measure Cost-Effectiveness of Student Education Experiences (Kalmus Ratio)		x			
Assessment Evaluation		x			
Performance Evaluation System		x			
Pay for Performance			x		
Academic integration Throughout CareerTech			x		
Cost Control Options			x		
Human Capital Assessment			x		
Board Evaluation Process				x	
Programmatic Integration				x	
Professional Development Alignment				x	
Comparative Analysis				x	
Student Engagement Initiative					x
Asset Management					x
Alumni Connection					x
Adult Basic Education Evaluation					x

## 7. Conclusion

CareerTech is an integral part of Oklahoma's economy. It ensures individuals have the necessary knowledge and skills to be productive and successful in the workplace and as entrepreneurs. Investment in CareerTech programs and services is necessary to ensure Oklahoma companies have the workforce they need to compete in the global economy. Spurring Oklahoma's economic growth through the CareerTech System is a low-risk and high-reward investment that will allow future generations to prosper.