careertech Focus

This 2012 edition of CareerTech Focus highlights current system initiatives and partnership activities. While this document does not include every initiative or partnership in which CareerTech is involved, several new and unique initiatives are featured. This document is available on the CareerTech website at www.okcareertech.org, in the "About Us" section.

I hope you will use this information to communicate the goals of the system and the important work done for our state. If you have questions or suggestions, please contact Paula Bowles at 405.743.5108 or pbowl@okcareertech.org.

Dr. Phil Berkenbile, State Director

OKLAHOMA CAREERTECH

Vision

We are securing Oklahoma's future by developing a world-class workforce.

Mission

We prepare Oklahomans to succeed in the workplace, in education, and in life.

Values

We believe . . .

- We are industry-focused, student-centered and performance-driven.
- We operate as a unified system dedicated to serving our customers.
- Employers are our ultimate customers as we focus on student success.
- Innovation and flexibility are the keys to meeting our customers' needs.
- We are essential partners in Oklahoma's education and economic development systems.
- We are accountable, as stewards, for the quality, actions, resources and outcomes of our system.

Goals

- Accelerate Oklahoma's economic growth.
- Ensure implementation of consistent standards and accountabilities.
- Market the value of the CareerTech System.
- Strategically improve agency operations and effectively manage resources to lead the CareerTech System.
- Create and promote a systemic culture that values diversity and inclusion.

TABLE OF CONTENTS

2012 Legislative Session Summary 3

Aerospace Workforce Development 3

2012 Teacher Preparation Summary 4

Business Intelligence 5

Universal Encouragement Program 5

Career Readiness Certificate Project 6

Certification Initiatives – Transcripting and A-F School Grading System 7

Cyber Security Education Consortium 8

Dropout Recovery 8

Elevating Oklahoma 9

Geographic Information System ArcGIS Desktop Associate 9

ICAT | Professional Development Center 10

Guidance Fest 10

Lottery Proceeds 11

iOKCIS App 11

Oklahoma Nanotechnology Education Initiative 12

Online Remediation for End-of-Instruction Tests 12

Protecting the Nation's Critical Infrastructure 13

Science, Technology, Engineering and Mathematics 13

Technology Center Board Training 14

Oklahoma's Military to Employment Transition Initiative
– Oklahoma Military Connection 15

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LEGISLATIVE SESSION

INITIATIVE TITLE: 2012 Legislative Session Summary

INITIATIVE SUMMARY: This legislative session, several CareerTech-requested bills were successfully received and passed through the legislative process.

SB1182
Allows technology center building funds to be used for expanded purposes.

SB1056
Allows local technology center boards to set policy regarding General Fund expenditures for student certification/credential exams.

HB2494
Adds to the data to be added to Oklahoma School Testing Program (A-F Grading). Data may include AP courses taught at technology centers or cooperative college alliance credit courses.

HB2790
Allows individuals who have completed a master's degree in education administration or similar coursework between July 1, 2005, and July 1, 2012, to be eligible for a superintendent certification upon successful pass of designated exams.

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AEROSPACE

INITIATIVE TITLE: Aerospace Workforce Development

INITIATIVE SUMMARY: CareerTech has participated as a sponsor and is providing personnel for leadership and planning for the Aerospace Education and Industry Partnership. AEIP is a part of the Oklahoma Aerospace Summit and Expo that is provided each year by the Oklahoma Aerospace and Defense Alliance. AEIP brings in 100 Oklahoma STEM teachers and school counselors and immerses them in the aerospace industry. This year, they participated in a full day of hands-on curriculum demonstrations with aerospace applications at the Oklahoma City Boeing facility.

A partnership facilitated by CareerTech among the OADA, PITSCO Education Co. and the office of the Oklahoma lieutenant governor gave out $15,000 in curriculum grants at this year's AEIP.

ROLE OF CAREERTECH: CareerTech continues to provide customized training for aerospace companies for both incoming and incumbent workers. ODCTE works diligently to develop relationships into partnerships with Oklahoma's aerospace companies. It is through these partnerships the skills gaps are identified and training strategies are created. ODCTE employs both full-time training (long-term programs) and short-term (high-speed) technical and safety training to meet industry's need.

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INITIATIVE TITLE: 2012 Teacher Preparation Summary

INITIATIVE SUMMARY: To ensure that its teachers are highly effective and capable of integrating career and technical skills along with academic and 21st century skills into their courses, Oklahoma CareerTech offers the following initiatives to support beginning and experienced teachers:

All beginning CareerTech teachers are required to complete either the Divisional New Teacher Academy or the CareerTech Teacher Institute.

Divisional New Teacher Academy

- Each occupational division offers a new teacher workshop to orient the instructor to the division, the CareerTech System and expectations for the program.
- Generally, the sessions are held in the summer, fall and spring. New Teacher Academy varies in formats and dates, depending on the needs of the division's new teachers.

CareerTech Teacher Institute

- This 12-month training provides a unique quick start for beginning CareerTech teachers without a degree in teacher education. Teachers with fewer than two years of CT teaching experience are eligible to apply. Beginning teachers will learn critical classroom strategies and foundational skills that have been proved to be effective in today's CareerTech classroom.
- Oklahoma State University, in partnership with CareerTech, delivers this quick-start program. Participants can obtain 12 hours of university credit that applies toward their standard teaching certificate (nine of the 12 hours will meet nine hours of the basic 15 requirement) and meet most CT Alternative Certification hour requirements.

All beginning CareerTech teachers have the option of completing the following:

Teacher Induction

- This program provides leadership and support to help guide new teachers through their first school year and, if needed, the second year. It is especially beneficial for alternatively and provisionally certified teachers.
- During induction, a team works together to develop a customized plan for achieving success in the classroom and mentors the new teacher.

All CareerTech teachers with at least five years of teaching experience are eligible to apply for:

CareerTech Master Teacher

- This program creates a professional learning community of outstanding teacher trainers who will evaluate their classroom practices and improve their skills to mastery level.
- Participants reflect on their teaching methods and expand their skills by integrating technology into their teaching practices.

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BUSINESS INTELLIGENCE

INITIATIVE TITLE: Business Intelligence

INITIATIVE SUMMARY: At the heart of good decisions is quality business intelligence.

ROLE OF CAREERTECH: You can obtain the latest employment, workforce and economic environment data by visiting www.okcareertech.org/informationcommons. The new Economic, Industry Cluster and Workforce Forecast reports provide comprehensive information to help you understand regional employment trends and dynamics. These reports provide information on industries, occupations and demographics for Oklahoma and each technology center. These focused, local analyses will help you understand your unique regional economy and advance your strategic planning efforts. Information Commons can also customize reports to put the power of knowledge to work for you.

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UEP

INITIATIVE TITLE: Universal Encouragement Program

INITIATIVE SUMMARY: The Universal Encouragement Program is a customizable, online guidance assessment, reporting, communications and evaluation system designed to help counselors and other support professionals document and respond to students' career and educational needs, interests and experiences. UEP assessments can be used in guidance and encouragement efforts to improve educational attainment and career decision making.

ROLE OF CAREERTECH: CareerTech includes UEP assessment in OKCIS, makes presentations on it, trains staff and promotes it, and works with developer to enhance it.

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CRC PROJECT

INITIATIVE TITLE: **Career Readiness Certificate Project (includes WorkKeys Assessments, Job Profiles and KeyTrain/Career Ready 101)**

INITIATIVE SUMMARY: WorkKeys Assessments: The WorkKeys® assessments measure communication, problem-solving and interpersonal skills valuable to any occupation and at any level of education. Depending on their scores, potential or incumbent employees are awarded platinum, gold, silver or bronze Oklahoma Career Readiness Certificates. These portable skills credentials, which are nationally recognized, can be used to facilitate job placement, retention and advancement in our mobile society. Assessment sites can be found across the state at technology centers, workforce centers, college campuses and tribal career centers, etc.

KeyTrain/CR101: Before individuals take the WorkKeys assessments, KeyTrain/CR101® pre-assessment and skill upgrade training is available. KeyTrain/CR101 is the targeted curriculum written specifically to help people master the applied workplace skills. KeyTrain/CR101 lessons include pre- and post-quizzes, overview, learning and practice components for all levels of WorkKeys and Pre-WorkKeys skills. They can be accessed 24/7 via the Internet.

Job Profiles: The ACT WorkKeys Job Profiling provides a concrete way for businesses to analyze and translate the skills needed for specific jobs to Career Readiness Certificate levels. By comparing job profile information with individuals' scores on WorkKeys assessments, businesses can make reliable decisions about hiring, training and program development. WorkKeys job profiles have resulted in streamlined hiring processes, reduced turnover, reduced training time and costs, increased productivity and better return on investments.

ROLE OF CAREERTECH: Many technology centers administer the WorkKeys assessments to give their students a competitive advantage in the workforce. They use KeyTrain/Career Ready 101 curriculum to provide accounts to students and potential students. Business and Industry Services staff members introduce the WorkKeys system and Oklahoma's Career Readiness Certificate through the Career Readiness Employer Partner program. They also assist companies with WorkKeys job profiles through Existing Industry and Training in Industry Program funds and arrange for incumbent workers at these companies to take the WorkKeys assessments.

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INITIATIVE TITLE: **Certification Initiatives – Transcripting and A-F School Grading System**

INITIATIVE SUMMARY: CareerTech's education and industry partners want assurance that CareerTech graduates have attained the skills and knowledge needed to take the next steps in their academic and work experiences.

- Senate Bill 497 requires school districts to report on the high school transcript performance levels on end-of-instructions tests and any business- and industry-recognized endorsements.
- House Bill 2494 in 2011 expanded the state's A-F School Grading System to provide incentives to schools for challenging all students to reach high levels of college and career readiness. In this bill, students will be rewarded for both participation in a course that leads to an approved industry certification and for attainment of that industry certification.

ROLE OF CAREERTECH: For nearly three decades, the CareerTech Testing Center has provided end-of-program and career major assessments to verify students' knowledge and skills. A comprehensive listing of these assessments as well as all industry certifications available to CareerTech students is available to guide instructors and students in selecting the most credible and appropriate measures of their skills. This list can be found at:
https://dpt.okcareertech.org/PFCCJANO/CAMS.REPORT.BY.TYPE.DPTW?SCHYR=2012-2013

The business- and industry-recognized endorsements that will be reported on the transcript and approved for bonus points in A-F School Grading System have been approved by the Oklahoma Department of Career and Technology Education using the following criteria: (1) standardized, (2) independently graded, (3) knowledge-based, (4) proctored, (5) recognized and/or endorsed industry organization, association or government agency.

Data related to the acquisition of these certifications will also be captured in follow-up. All other assessments identified in the link above are aligned with state or national standards whenever possible.

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Follow Testing on Twitter: @ CareerTechTest

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CYBER SECURITY

INITIATIVE TITLE: Cyber Security Education Consortium

INITIATIVE SUMMARY: The Cyber Security Education Consortium is helping to reverse the outsourcing and offshoring of high-tech jobs. CSEC is a cohesive partnership of community colleges and career and technology centers in Oklahoma, Arkansas, Colorado, Kansas, Louisiana, Missouri, Tennessee and Texas and the University of Tulsa, which serves as the principal training entity and mentor to the two-year institutions. To date, CSEC comprises 60 active two-year academic institutions. Six technology centers received the prestigious designation as National Centers of Academic Excellence in Information Assurance 2-Year Education by the National Security Agency and the Department of Homeland Security in 2012. These technology centers are Central Technology Center, Francis Tuttle Technology Center, Great Plains Technology Center, Meridian Technology Center, Mid-America Technology Center and Tulsa Technology Center.

CSEC continues to grow cyber security education and workforce development programs at two-year institutions in Oklahoma, Arkansas, Colorado, Kansas, Louisiana, Missouri, Tennessee and Texas. At the same time, CSEC is creating centers of excellence in the strategic areas of secure coding, automation and control systems and mobile communications devices.

ROLE OF CAREERTECH: CareerTech serves as one of the lead CSEC institutions and collaboratively works with members in the CSEC eight-state region to develop cutting edge information assurance curriculum to create a highly skilled workforce.

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DROPOUT RECOVERY

INITIATIVE TITLE: Dropout Recovery

INITIATIVE SUMMARY: Dropout Recovery is a statewide project led by the ODCTE that operates in nine technology centers. It helps students complete requirements for high school credentials, stabilize their lives and prepare for transition from high school to a career or college. This initiative serves out-of-school youth from 15-19 years old. Students participating in Dropout Recovery receive opportunities to earn academic credit and participate in career-specific training.

ROLE OF CAREERTECH: ODCTE is working to establish additional sites in densely populated areas of the state to serve this out-of-school population.

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ELEVATING OKLAHOMA

INITIATIVE TITLE: Elevating Oklahoma

INITIATIVE SUMMARY: ODCTE, technology centers and the Oklahoma Association of Career and Technology Education launched a multimedia, multiyear advertising campaign in January 2007. This campaign seeks to position the Oklahoma CareerTech System as the educational leader in economic, community and career development for Oklahoma. Strategies were developed following a study completed by the Center for Applied Economic Research at Oklahoma State University on the impact of full-time programs at technology centers. The campaign emphasizes the impact CareerTech has on the state's economy and individuals' careers.

The key messages are (1) Oklahoma CareerTech graduates add more than $2 billion annually to the state's economy, and (2) CareerTech increased profitability for more than 6,700 companies in 2011. These key messages were supported with information about the Training for Industry Program and the Oklahoma Bid Assistance Network. Other key messages are (1) College credits earned by CareerTech students are a pathway to further education, and (2) Half of Oklahoma high school students are enrolled in CareerTech classes.

ROLE OF CAREERTECH: ODCTE staff members serve on the steering committee. The department continues to fund research and provide support in various ways, including Creative Services, printing and special events.

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ArcGIS

INITIATIVE TITLE: Geographic Information System ArcGIS Desktop Associate

INITIATIVE SUMMARY: Most decisions made today in industry are constrained, influenced or dictated by some fact of geography. The GIS software influences many decisions made in industry because it puts data in forms that are easy to understand. GIS is a valuable tool for individuals, organizations, schools, governments and businesses seeking innovative ways to solve problems. It is now affordable to a wider audience, increasing the uses for this software. In Oklahoma, GIS software is used to map our 911 systems, provide the fastest and best available routes for our emergency vehicles and provide data for our state and local governments to map populations for grant purposes.

ROLE OF CAREERTECH: Today, GIS has evolved into a crucial tool for science-based problem solving and decision making. CareerTech has completed the first level of training in ArcGIS 10 for instructors to achieve ArcGIS Desktop Associate certification and teach the GIS curriculum. CareerTech will continue training instructors for the next level of certification.

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INITIATIVE TITLE: ICAT | Professional Development Center

iCAT

INITIATIVE SUMMARY: The Professional Development Center hosted on ICAT, CareerTech's Learning Community Management System, provides CareerTech instructors 24/7 access to thousands of resources. These CareerTech-specific resources are simultaneously mapped to the Skills for Effective Teachers, which detail expected core competencies of a CareerTech teacher and the self-reflective Comfort Zone Survey. Instructors can now self-assess their comfort in core competencies. Upon reflection, instructors can initiate an online goal as well as locate an online or virtual mentor. Just click the PDC tab in ICAT.

- SMART Goals
- Virtual Mentoring
- Comfort Zone Survey
- Interactive Observations

ROLE OF CAREERTECH: CareerTech's Professional Development Center is closely associated with the Teacher Network on ICAT, which facilitates sharing and collaboration of online content. Instructors gain access to courses such as Online Standards, Teacher Orientation and Student Orientation.

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INITIATIVE TITLE: Guidance Fest

GUIDANCE FEST

INITIATIVE SUMMARY: Oklahoma CareerTech offers the annual GuidanceFest as a professional development opportunity for middle school and high school counselors, principals, instructors and staff. The annual event covers a wide range of career and technology education topics. Since 2009, GuidanceFest has been quickly growing in popularity as a fun-filled day with in-depth conversations about CTE.

ROLE OF CAREERTECH: CareerTech staff in the Career and Academic Connections and Innovative Initiatives and Services Divisions develop, coordinate and implement GuidanceFest with assistance from technology center staff.

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INITIATIVE TITLE: Lottery Proceeds

LOTTERY PROCEEDS

INITIATIVE SUMMARY: Funds from lottery proceeds are used to buy equipment and fund projects for comprehensive schools and technology centers. They also provide scholarships for those working on CareerTech or administrative credentials or continuing education credits. Comprehensive schools received 283 equipment grants for $5,000 or less that totaled $1,396,397. Fourteen technology center districts received awards totaling $1,607,965. FY12 lottery proceeds also funded 212 scholarships for a total of $124,079.

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INITIATIVE TITLE: iOKCIS App

iOKCIS APP

INITIATIVE SUMMARY: The iOKCIS App is a tool to find occupation, financial aid, scholarship, education and career training information on the go. With one touch, users can access many of the features of OKCIS from their mobile device at no charge.

ROLE OF CAREERTECH: CareerTech provides leadership and support for the iOKCIS App.

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NANOTECHNOLOGY

INITIATIVE TITLE: Oklahoma Nanotechnology Education Initiative

INITIATIVE SUMMARY: To position Oklahoma for the future of nanotechnology, the Oklahoma Department of Career and Technology and Oklahoma State University-Institute of Technology have launched the Oklahoma Nanotechnology Education Initiative. ONEI is addressing new workforce challenges by integrating microtechnology and nanotechnology concepts into career and technology education courses, and the OSU Institute of Technology developed nanotechnology courses. ONEI has sponsored summer camps for eighth-, ninth- and 10th-grade students to introduce them to nanotechnology. These camps also introduce students to nanotechnology's application to Oklahoma industry.

ROLE OF CAREERTECH: CareerTech has developed instructional resources schools can use to integrate nanotechnology into existing disciplines and offers summer camps to introduce students to nanotechnology.

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ONLINE REMEDIATION

INITIATIVE TITLE: Online Remediation for End-of-Instruction Tests

INITIATIVE SUMMARY: ODCTE created a statewide collaborative effort to make PLATO's online high school course library and customized courses for all end-of-instruction tests required for high school graduation available to technology centers. This project is a component of CareerTech's response to help secondary students meet the mandated testing requirements for demonstrating academic achievement in the core academic areas and for credit recovery. Both efforts help students stay on time or catch up in their academic plans and ensure students have time to attend technical training programs of study for entering postsecondary education and the workforce while meeting their individual remediation requirements.

ROLE OF CAREERTECH: ODCTE aggregated the licensing requirements for a statewide PLATO contract to create significant cost savings for technology centers. The department paid the professional development costs for lead teachers at each participating technology center and coordinates the inservice schedule with the appropriate PLATO and technology center staff members.

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NATION'S INFRASTRUCTURE

INITIATIVE TITLE: Protecting the Nation's Critical Infrastructure

INITIATIVE SUMMARY: Critical infrastructures affect every aspect of our daily lives – from energy systems that power our neighborhoods to transportation networks that move us around our communities to facilities that provide our families with safe drinking water. The Department of Homeland Security has identified 18 critical infrastructure sectors that represent a diverse spectrum of services including agriculture and food, emergency services and cyber networks. These systems and assets, whether physical or virtual, are so vital to the United States that security breaches could have a debilitating impact on national economic security, national public health and safety.

ROLE OF CAREERTECH: CareerTech is playing a national role in developing courses and training faculty throughout the United States to teach automation and control systems security to protect these critical infrastructures.

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STEM

INITIATIVE TITLE: Science, Technology, Engineering and Mathematics

INITIATIVE SUMMARY: The Oklahoma CareerTech System provides leadership to STEM educators across the state. This initiative supports and helps create a workforce pipeline for targeted, high-skill, high-tech Oklahoma industries such as aerospace, healthcare, energy, biotechnology and advanced manufacturing. Current Oklahoma CareerTech STEM initiatives include pre-engineering, biosciences and biotech academies that target high school students in comprehensive schools and technology centers.

In addition, STEM's middle school initiative includes Project Lead the Way, Gateway to Technology and Engineering by Design curricula. Math alignment is an ongoing project with our Gateway to Technology programs to provide instructional strategies and resources that improve academic achievement and technical skills of CareerTech's STEM students.

ROLE OF CAREERTECH: Provide leadership and technical support to STEM educators across the state.

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TC BOARD TRAINING

INITIATIVE TITLE: Technology Center Board Training

INITIATIVE SUMMARY: The Oklahoma Department of Career and Technology Education is authorized to provide continuing education to technology center board members and the State Board of Career and Technology Education.

ROLE OF CAREERTECH: The Technology Center Services Division of ODCTE provides these training opportunities, which began in fall 2011:

- School Finance and Reporting
- School Employment and Due Process Law
- New State and Federal Laws
- Oklahoma Open Meeting/Open Records Act
- Ethics Duties and Responsibilities
- Legal Issues
- Educational Issues
- IDEA
- Teacher Certification
- CareerTech History and Philosophy
- Leadership

Requests for these products and verification that training has occurred will continue to be coordinated by the Technology Center Services Division.

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INITIATIVE TITLE: **Oklahoma's Military to Employment Transition Initiative – Oklahoma Military Connection**

INITIATIVE SUMMARY: The Oklahoma Military to Employment Transition Initiative will help move military personnel returning to Oklahoma into gainful employment. The initiative is designed to offer fast track certification for high-demand industry jobs that align with military duties and skills in addition to providing military personnel access to educational opportunities at local technology centers. Industries identified as targets for the initiative are manufacturing; business and information technology; truck driver licensing, particularly in energy; and construction.

ROLE OF CAREERTECH: CareerTech will identify certifications and their requirements for high-priority jobs and determine whether a fast track program is realistic; provide technical assistance and guidance to initiative staff, teachers, guidance staff and administrators concerning military information and initiatives; serve as a liaison among CareerTech, other state agencies and military partners; support the agency's mission of helping Oklahoma's military-affiliated residents to succeed in the workplace, education and life. In addition, CareerTech will also assist technology centers in addressing Senate Bill 1863, signed into law by Gov. Mary Fallin, mandating that our technology centers create policies for recognizing the military education, training and experience gained and applying these toward the individual's plan of study. It will provide training and technical assistance to local staff, determine pre-assessments, train the local site to use OKCIS and okjobmatch tools, assist with curriculum and testing issues, determine certification costs and strategies and market the program to current and former military personnel.

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