POWERING OKLAHOMA’S ECONOMY
EXECUTIVE SUMMARY

Oklahoma’s Career and Technology Education System is focused on developing a world-class workforce. The CareerTech System delivers educational experiences through a network of 393 PK-12 school districts, 29 technology center districts, 16 skills center sites and 31 adult basic education providers. CareerTech’s ultimate goal is to improve Oklahoma’s economy by providing individuals with the training and skills necessary to be successful in the workplace and providing companies with the required workforce necessary to compete globally. This business plan describes how CareerTech addresses Oklahoma’s workforce demands. It describes how we leverage partnerships with businesses and educational institutions to enhance career awareness, increase educational attainment and meet the needs of our state. CareerTech is an integral part of advancing Oklahoma’s economy.

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.

GOALS

- Educational Attainment
- Career Awareness
- Business/Educational Partnerships
- Agency Operations

VALUES

We believe in …

- Service to our customers and stakeholders.
- Data-driven decisions.
- High-quality educational experiences.
- Innovation, flexibility and accountability.
- Diversity and inclusion.
- Ethical behavior.
- Commitment to excellence.
- Exceptional professional development and technical assistance.
Oklahoma CareerTech powers Oklahoma’s economy by providing the workforce needed for companies to prosper. The need for a highly skilled workforce is growing rapidly and creating a substantial workforce skills gap. As illustrated in the chart below, there is a significant gap between Oklahoma’s existing workforce and the skilled workforce needed by 2025. Oklahoma CareerTech is the solution for filling this workforce skills gap.

Our programs align to high-skill, in-demand occupations. Individuals have the opportunity to choose career pathways that will help them attain wealth-generating jobs. From 2016 to 2024, educational attainment in the area of postsecondary nondegree awards (credentials/certifications) must increase. Without an increase, Oklahoma companies will not be able to have the qualified workforce necessary to prosper. Through our multiple delivery avenues, Oklahoma CareerTech will make the difference in Oklahoma’s current and future workforce.

Source: OK Office of Workforce Development, EMSI Q3 2016
2025 New Jobs Estimates based on new jobs created and entry-level job requirements
The specific needs of the workforce projected to exist in 2024 indicate a majority of workers will need certificates and credentials, outpacing associate and bachelor’s degrees. The reliance on Oklahoma CareerTech is evident. The CareerTech System is perfectly positioned to deliver on workforce development by providing jobs for Oklahomans and workforces for companies in a cost-effective and timely manner. CareerTech is a wise investment for the state.

Source: U.S. Bureau of Labor Statistics
MORE THAN
550,000
TOTAL ENROLLMENTS IN OKLAHOMA CAREERTECH OFFERINGS

In FY18

- Oklahoma CareerTech System graduates added more than $3.5 billion annually to the state’s economy.
- Oklahoma CareerTech annual enrollments totaled more than 550,000.
- Thirty-seven percent (124,308) of Oklahoma 6th-12th grade students were enrolled in CareerTech courses.
- Forty-five percent (86,131) of Oklahoma 9th-12th grade students were enrolled in CareerTech classes.
- More than 82,000 students learned important leadership skills in CareerTech student organizations.
- CareerTech helped 6,948 Oklahoma businesses increase sales, improve productivity, reduce costs and expand operations.
- Oklahoma CareerTech Skills Centers, through 2,071 enrollments, offered specialized training to adult and juvenile offenders.
- Student placement was 94 percent (continuing education, employed and military).
- Oklahoma CareerTech students earned 19,566 certificates and/or industry-recognized credentials.
- Oklahoma CareerTech students earned 5,238 Career Readiness Certificates.
APPROPRIATIONS REQUEST FOR FY21
Performance and Workforce Development Goals

FY20 General Appropriations ............................................................................ $139,479,185

FY21 Request

Educational Attainment .................................................................................. $15,500,357
- Reduce recidivism/expand Skills Centers programs.....................$2,500,000
  - Add programing with DOC, OJA and community partners.
  - Expand ability to serve 500 to 600 additional students.
- Expand K-12 CT offerings to align with workforce demand..........$3,000,000
  - Increase program and teacher assistance for more than 1,367 current programs.
  - Fund an additional 40 programs.
  - Occupational specific training offered to more than 2,500 CareerTech educators.
- Ecosystem workforce demands.........................................................$10,000,357
  - Estimated FY21 Health Benefit Allowance increase...$662,357
  - Aerospace Center .............................................................. $5,200,000
    - Statewide Training Program
    - Advanced MRO
    - Advanced aerospace industry training
  - Statewide industry-specific demands ...................... $3,638,000
    - Customized training delivered directly to industry to enhance workforce
    - TIP, entrepreneurial services and local industry advisory councils
  - Expanded work-based learning opportunities.................$500,000
    - Adult & youth apprenticeships

Career Awareness ....................................................................................... $500,000
- Support work-based learning with industry engagement & data collection system.
- Continue partnerships with SDE to incorporate statewide electronic transcripting system and coordination with OK Career Guide.
- Support continued professional development for individualized career academic plans.

Business/Educational Partnerships ......................................................... $300,000
- Increase regional opportunities for educator and industry connections.
- Establish and report by FY21 student work-based learning documentation for the CareerTech System.
- Recruit more industry to sponsor student work-based learning.
- Increase educational resources and relevance through industry partnerships.

Agency Operations .................................................................................. $550,000
- Investment in staff and building operations

Total Additional Funds Requested for FY21 ............................................. $16,850,357

Total FY21 Requested State General Appropriations ................................ $156,329,542
PK-12 SCHOOL DISTRICTS

As a seventh grade family and consumer sciences student sitting in the audience at FCCLA’s National Leadership Conference in Anaheim, California, Gabi Cutruzzula said she was inspired by the national officers on stage and dreamed of someday walking onto that stage herself. That dream came true in 2016, when she served as FCCLA national vice president of community service. Gabi graduated from Drummond High School and now attends college at Oklahoma State University, majoring in political science (pre-law). She plans to attend law school after graduation.

SKILLS CENTERS

Billy Winter served time in the Lexington Correctional Center after getting caught creating fake checks. He made the most of his incarceration by enrolling in the heating, ventilation and air conditioning program at the Lexington Skills Center. Billy said the HVAC program saved his life. He received his journeyman’s license and later his mechanical and electrical contractor’s license. After incarceration, he went to work for a small HVAC company, then moved up to a supervisor position. Billy is now the mechanical superintendent in charge of plumbing and HVAC operations at ConocoPhillips-Bartlesville. He supervises a team of 12 employees in a 24/7 operation.
Godwin Feh left the Republic of Cameroon for an education in the United States. Eventually he enrolled in the practical nursing program at Canadian Valley Technology Center. He completed the LPN program and developed a hunger for learning, which led to associate and bachelor’s degrees in nursing and a master’s degree in business administration. Godwin has worked as a certified nurse aid, LPN, nurse supervisor, chief clinical officer, director of clinical operations and chief executive. He also obtained his U.S. citizenship. Godwin founded Cohesive Healthcare Management and Consulting in Shawnee in 2016. He manages 300 employees, providing operations expertise to rural and community hospitals. Godwin and his wife have begun giving back to CV Tech through an annual pledge of $5,000 to the CV Tech Foundation.

CAREERTECH DELIVERS

393 PK-12 School Districts
29 Technology Center Districts
21 Skills Centers Sites
31 Adult Basic Education Providers
HENNIGES AUTOMOTIVE-
GREAT PLAINS TECHNOLOGY CENTER

In the tiny town of Frederick, Oklahoma, Henniges Automotive manufactures parts for companies like GM, Ford and BMW. With only 4,000 people living in the blue-collar community, however, it has been tough to find enough qualified employees to keep up with the company’s growth. Henniges formed a partnership with Great Plains Technology Center, and together they created an introduction to manufacturing class. Great Plains hosts the class, recruits new students and provides an instructor for six hours of safety training. Working with Great Plains has helped Henniges reduce both turnover and absenteeism.

ADULT BASIC EDUCATION

Anthony Riffenberry was an orphan, moving from a series of foster homes. When he turned 18, he needed to find a job. To get a job, he needed training, and to get training, he needed money. Anthony wanted to enroll in Meridian Technology Center’s information technology program, but to qualify for the financial assistance he would need, he would have to have a high school diploma. Anthony enrolled in Meridian Tech’s adult basic education program, and in only three months, he earned his high school equivalency diploma. Anthony will graduate with his network and PC support specialist certification and plans to continue his education.
For more information, please contact

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