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 391 K-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 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 …

▶ Serving 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.
CareerTech solving the workforce skills gap

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.

**OKLAHOMA’S WORKFORCE GAP**

<table>
<thead>
<tr>
<th></th>
<th>High School and Less</th>
<th>Associates/Certificate/Credential</th>
<th>Bachelors</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Attainment</td>
<td>46%</td>
<td>30%</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>2025 New Jobs</td>
<td>24%</td>
<td>45%</td>
<td>26%</td>
<td>6%</td>
</tr>
<tr>
<td>2025 Total Jobs</td>
<td>30%</td>
<td>45%</td>
<td>21%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: OK Office of Workforce Development, EMSI Q3 2016
2025 New Jobs Estimates based on new jobs created and entry-level job requirements

Our programs align to high-skill, high-demand occupations. Individuals have the opportunity to choose career paths 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 prosper. Through our multiple delivery avenues, Oklahoma CareerTech will make the difference in Oklahoma’s current and future workforce.
Projected percentage change in employment by typical entry-level educational requirement, 2014-24

<table>
<thead>
<tr>
<th>Educational Credential</th>
<th>0.0%</th>
<th>2.5%</th>
<th>5.0%</th>
<th>7.5%</th>
<th>10.0%</th>
<th>12.5%</th>
<th>15.0%</th>
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</thead>
<tbody>
<tr>
<td>No formal educational credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td></td>
<td></td>
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<tr>
<td>Some college, no degree</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary nondegree award</td>
<td></td>
<td></td>
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<tr>
<td>Associate's degree</td>
<td></td>
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<tr>
<td>Bachelor's degree</td>
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<tr>
<td>Master's degree</td>
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</tr>
<tr>
<td>Doctoral or professional degree</td>
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<td></td>
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</tr>
</tbody>
</table>

All occupations 6.5%

Source: U.S. Bureau of Labor Statistics

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.
MORE THAN
500,000
TOTAL ENROLLMENTS IN OKLAHOMA CAREERTECH OFFERINGS

- Oklahoma CareerTech System graduates added more than $3.5 billion annually to the state's economy.
- Oklahoma CareerTech annual enrollments totaled more than 500,000.
- Thirty-seven percent (122,196) of Oklahoma 6th-12th-grade students were enrolled in CareerTech courses.
- Forty-six percent (83,728) of Oklahoma 9th-12th-grade students were enrolled in CareerTech classes.
- More than 88,000 students learned important leadership skills in CareerTech student organizations.
- CareerTech helped 7,824 Oklahoma businesses increase sales, improve productivity, reduce costs and expand operations.
- Oklahoma CareerTech Skills Centers, through 1,882 enrollments, offered specialized training to adult and juvenile offenders.
- Student placement in FY16 was 94 percent (continuing education, employed and military).
- Oklahoma CareerTech students earned 19,755 certificates and/or industry-recognized credentials in FY17.
- Oklahoma CareerTech students earned 13,607 Career Readiness Certificates in FY17.
Appropriations Request for FY20
PERFORMANCE AND WORKFORCE DEVELOPMENT GOALS

Educational attainment

- Expand K-12 CareerTech offerings aligned with workforce demand. $5,200,000
  - Fund 130 unfunded programs.
  - Increase program assistance and supplements for current programs.
  - Increase funding ability to add an additional 90 programs.
  - Expand ability to serve 10,800 additional student enrollments.
- Reduce recidivism/expand Skills Centers programs. $2,500,000
  - Add 12 new programs.
  - Expand ability to serve 500 to 600 additional students.
- Flex (Health) Benefits Allowance. $11,800,000
  - Underfunded Statutory Requirement Title 70 Section 26-104: (technology centers) Estimated funding required by law: $25,428,916.
  - Funding Benefits allowance will allow dollars to be invested in
    - Expanded work-based learning opportunities.
    - Expanded business and industry services support.
    - Increase training for industry programs by 10 percent to 3,225 enrollments.
    - Increase customized training by 10 percent to 295,652 enrollments.
  - Increase certifications/credentials annually by 5 percent from 15,152 to 17,540 in three years.

Career awareness

- Deploy Galaxy okcareerguide.org for K-5 users.
- Establish statewide electronic transcripting system in coordination with OK Career Guide.

Business/educational partnerships

- Increase teacher externship opportunities by 10 percent.
- Establish and report by FY20 student work-based learning documentation for the CareerTech System.

Agency Operations

- Investment in staff and building operations. $550,000
- Expand adult basic education (federal match). $200,000
  - 393,461 individuals 18 years and older do not have high school diplomas or equivalent.
  - Current funding capacity supports 20,300 students.

Total Additional Funds Requested. $21,000,000

Total FY20 Requested State General Appropriations. $141,388,371

Supplemental Appropriations Request for FY19

Underfunded Statutory Requirement Title 70 Section 26-104: (technology centers)
Estimated funding required by law: $25,428,916
Flex (Health) Benefits Allowance. $11,800,000
K-12 SCHOOL DISTRICTS

Emma Hutchison was a state officer in DECA, one of CareerTech’s seven student organizations. There she learned public speaking and leadership skills that she said she uses almost daily as a law student at George Washington University Law School. She said her involvement in the CTSO gave her an opportunity to travel and meet student leaders from around the world. She plans to practice law in the Washington, D.C., area after graduation.

Former DECA state officer takes her leadership skills into the courtroom.

Shawnquise Gatewood turned her life around with a TDL certification.
SKILLS CENTERS

Shawnquise Gatewood was living on her own by the time she was 14 years old. She was incarcerated on drug-related charges, but she decided to make a positive change by enrolling in a transportation, distribution and logistics program. The CareerTech program taught her life skills and how to present herself to an employer, as well as how to operate a forklift. After her release, she was hired as a forklift operator for an Oklahoma company. Shawnquise was recently promoted to machine operator. She also received her high school equivalency diploma and said she is looking forward to a successful life outside prison walls.

TECHNOLOGY CENTERS

Trinity Warren needed a plan for her future and the futures of her two younger siblings after their parents passed away. She enrolled in auto collision classes at Canadian Valley Technology Center where she learned the basics of sanding, scraping, hammering, washing and painting cars. She was offered a job at an auto collision repair shop after high school and plans to be a vehicle body technician after she graduates from Oklahoma State University Institute of Technology. Trinity wants to be a role model for other girls who are making career decisions.
Sooner Medical grows business through government contracts. Sooner Medical owner Elaine King said, “ICTC’s bid assistance coordinator was a great help getting me the answers I needed.”

Sooner Medical Waste Management recently won its first five-year contract with Tinker Air Force Base for its non-burn, steam-heated treatment system that disposes of biohazards and medical waste. Sooner Medical was able to win the contract with help from Indian Capital Technology Center and the Oklahoma Bid Assistance Network. During a proposal development and contract management training session, ICTC and OBAN helped the company register for government contracts, identify potential contracts, write proposals and sort through document requirements.

Kirkland Beeler-Zuniga dropped out of high school after a football injury. He signed up for a high school equivalency prep class and received his diploma, making him the first person on his father’s side of the family to graduate. The diploma also made it possible for Kirkland to enroll in college, and he is playing ball for Langston University’s football team. After he receives his bachelor’s degree, Kirkland said he would like to continue his education and earn his master’s degree. He is majoring in business finance and business management. He said earning his diploma gave him confidence and a feeling of accomplishment.
For more information, please contact

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