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 strategic 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.

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.

OKLAHOMA’S WORKFORCE GAP

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

All occupations 6.5%

- No formal educational credential
- High school diploma or equivalent
- Some college, no degree
- Postsecondary nondegree award
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral or professional degree

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.
How CareerTech solves the workforce skills gap

Critical Success Measures

Educational Attainment

- Increase industry credentials/certifications by 5 percent annually.
- Ensure average positive placement for Oklahoma CareerTech students exceeds 90 percent.
- Determine program quality standards and alignment with labor market demands.
- Increase CTSO participation by 10 percent during the next five years.
- Increase enrollments in the CareerTech System by 10 percent over the next five years.
- Serve a minimum of 7,800 businesses per year.
- Ensure community service information is collected and reported.
- Increase CareerTech enrollment and access and exposure for secondary students by 20 percent.

Career Awareness

- Increase users and assessments on okcareerguide.org by 40 percent in the next five years.
- Design multiple communication tools on career paths for various audiences, such as students, parents, educators and employers.
- Offer a minimum of 20 professional development workshops annually for okcareerguide.org.
- Increase the number of businesses registered on okcareerguide.org by 50 percent in the next five years.
- Deploy okcareerguide.org Galaxy for K-5 users.

Business/Educational Partnerships

- Continue to meet biannually with stakeholder groups.
- Maintain active membership with groups.
- Increase teacher externship opportunities by 10 percent annually.
- Establish and report by FY20 student work-based learning documentation for the CareerTech System.
- Increase grant opportunities by 10 percent by including partnership funding opportunities with other agencies and organizations.

Agency Operations

- Increase state, federal and revolving funding to meet justified demands.
- Submit 10 grant proposals annually.
- Maintain less than 3 percent administrative cost.
- Invest in current employees through professional development, mentorship, externships and monetary compensation.
- Evaluate all agency programs and services to ensure value to stakeholders. If value is not demonstrated, programs/services will be eliminated or revised.
- Expand Skills Centers programs.
- Expand adult basic education.
The Oklahoma Department of Career and Technology Education in Stillwater, Oklahoma, provides leadership and resources and assures standards of excellence for the statewide system of career and technology education. The agency is governed by the State Board of Career and Technology Education and works closely with the State Department of Education and the State Regents for Higher Education to provide a seamless educational system for all Oklahomans. The governance of Oklahoma CareerTech allows for flexible, cost-efficient, innovative and timely delivery of education and training.

Oklahoma CareerTech delivers through various avenues: K-12 school districts, technology centers, skills centers, business and industry services and adult basic education.

K-12 School Districts

K-12 school districts are educational entities governed by the Oklahoma State Department of Education that provide instruction for prekindergarten through 12th-grade students. CareerTech programs are available for sixth- through 12th-grade students. Approximately 1,300 CareerTech teachers are employed in K-12 schools that receive financial assistance and program support from CareerTech.

Technology Centers

Technology centers provide educational experiences for high school through adult students. Areas of education and training include manufacturing; health sciences; science, technology, engineering and mathematics; information technology; business administration; finance; construction; automotive technology; and human services. Technology centers also offer options for advanced academic courses. Technology centers provide customized training to local businesses and industry and provide guidance, resources and facilities to startup companies through their business incubators. Approximately 1,300 instructors are employed by technology centers.

More than 88,000 Oklahoma students learn important leadership skills as members of CareerTech co-curricular student organizations.
Skills Centers

CareerTech Skills Centers offer specialized occupational training to adult and juvenile offenders within correctional facilities throughout the state. Offenders are trained in several areas, including transportation, distribution and logistics; construction; machining; auto service; and business and information technology. These services are offered in coordination with the Oklahoma Department of Corrections and the Oklahoma Office of Juvenile Affairs.

Business and Industry Services

CareerTech Business and Industry Services help companies expand and improve operations by providing customized training and organizational development opportunities through technology centers. Economic development resources include training for industry programs for new, existing and growing companies as well as funding for volunteer firefighter training and for safety and health training. Our agricultural business management and small business management services and incubators provide entrepreneurial consulting and training across the state. The Oklahoma Bid Assistance Network assists companies with contracting with local, state, federal and tribal governments.

Adult Basic Education

CareerTech oversees adult basic education for the state of Oklahoma. The program includes adult basic education, high school subjects, English as a second language, citizenship and English literacy and civics education. It enables adults to become employable, productive and responsible citizens, workers and family members, and it empowers individuals to become self-sufficient and to obtain the necessary skills for future employment and success. Adult education assists adults in obtaining their secondary school diplomas.
Goals 2019-2024

Educational Attainment

Goal 1
Provide Oklahomans with the skills and abilities needed to enter the workforce and postsecondary education.

Objective 1.1
• Expand CareerTech offerings aligned with workforce demands.
  o Use labor market data to identify needed programs.
  o Expand funded K-12 programs and enrollments.
  o Increase enrollment in CareerTech System.
  o Ensure high engagement in CareerTech student organizations.
  o Collect and develop baselines for industry credentials/certificates for all CareerTech programs.
  o Expand business and industry services and support through increased customized training by 10 percent.
  o Increase training for industry programs and entrepreneurial services by 10 percent.

Objective 1.2
• Reduce recidivism by expanding and aligning Skills Centers programs with workforce demands.
  o Evaluate current program offerings to ensure alignment with current labor market demands.
  o Educate partners and employers on transitioning individuals’ needs and benefits to the workforce.
  o Ensure individuals obtain certifications/credentials at the completion of the CareerTech program.
  o Customize and update points earned for students while incarcerated with the Department of Corrections.
  o Expand Skills Centers Programs.

Objective 1.3
• Expand adult basic education to meet the growing demand in Oklahoma.
  o Current capacity supports only 20,300 students, although 393,461 people need services. Ensure more service providers can be funded.
  o Identify avenues for communicating with individuals where to obtain these services.
Goals 2019-2024

Career Awareness

Goal 2
Assure Oklahomans have the knowledge and skills to make informed career choices and be better equipped to enter the workforce.

Objective 2.1
• Be an integral part of deploying HB2911, which requires individual career academic plans for all Oklahoma students.
  o Provide okcareerguide.org technical support training sessions to more than 100 ICAP pilot schools.
  o Increase My Educational Plans through okcareerguide.org by 25 percent in the next five years.

Objective 2.2
• Increase resources for student engagement with business and industry through job shadowing, work-based learning and career exploration opportunities as outlined in SB1171 work-based learning legislation.
  o Market job shadow, work-based learning and career exploration opportunities.
  o Connect businesses, educators and students through okcareerguide.org.

Objective 2.3
• Inform students, parents and educators about career pathways that align with Oklahoma’s workforce needs.
  o Market resources available to educators, students and parents.
  o Provide professional development about Oklahoma pathways to guidance counselors, parents and students.
  o Develop a nontraditional marketing plan for nontraditional Oklahoma pathways.

Objective 2.4
• Expand okcareerguide.org to be the foundation for career awareness and planning for students, parents, educators and business and industry, enhancing partnership experiences to expand knowledge of Oklahoma careers.
  o Increase OK Career Guide usage by 40 percent in the next five years.
  o Increase OK Career Guide sites by 10 percent annually.
  o Increase OK Career Guide business users by 50 percent in the next five years.
  o Deploy okcareerguide.org K-5 Galaxy.

Assessments

<table>
<thead>
<tr>
<th>Year</th>
<th>Users</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>54,021</td>
<td>94,367</td>
</tr>
<tr>
<td>FY17</td>
<td>106,018</td>
<td>221,554</td>
</tr>
<tr>
<td>FY18</td>
<td>198,450</td>
<td>379,242</td>
</tr>
<tr>
<td>FY24</td>
<td>277,831</td>
<td>530,939</td>
</tr>
</tbody>
</table>

Users & Assessments on Okcareerguide.org
Goals 2019-2024

Business/Educational Partnerships

Goal 3
Collaborate with key business and educational partnerships to expand economic development and improve education experiences for students, including diverse perspectives and backgrounds.

Objective 3.1
• Expand state advisory councils to directly receive feedback from stakeholders.
  o Identify key stakeholders in the following areas:
    o Manufacturing.
    o Military.
    o Business and industry.
    o Economic development.
    o Students.
    o Educators.
    o Alumni.
  o Gather stakeholder needs and future demands through the groups.
  o Communicate current work of CareerTech and alignment with labor market demand.

Objective 3.2
• Foster Oklahoma industry/education partnerships to expand students’ and teachers’ knowledge of Oklahoma careers through teacher externships and student work-based learning experiences.
  o Identify current externships available and number served.
  o Identify gaps not being addressed by current externships.
  o Develop externships to address gaps.
  o Ensure all programs emulate labor market demands and educational opportunities.
  o Develop a system to capture student work-based learning experiences.
  o Identify gaps not being addressed with current work-based learning experiences.
  o Develop work-based learning experiences to address the gaps.
  o Ensure all programs have outcomes and objectives to align with labor market demands.

Objective 3.3
• Increase partnerships to meet workforce demands by increasing collaboration with other agencies and organizations.
  o Determine needs and priorities for additional resources to meet workforce demands.
  o Develop a strategy to garner additional resources.
  o Identify other agency and organization partnerships to be established or enhanced in meeting the goal of additional resources.
**Goal 4**

Ensure agency operations and services are effective and efficient in meeting stakeholders’ needs and secure resources to maximize our mission.

**Objective 4.1**

- Aggressively pursue additional resources through multiple avenues to increase CareerTech outcomes.
  - Solicit, review, prioritize and approve grant/contract funding proposals.
  - Support grant incentive programs for CareerTech resources.
  - Foster relationships with other groups to increase resources.

**Objective 4.2**

- Ensure agency policies and procedures support efficiency and effectiveness of current resources.
  - Collaborate among divisions to meet agency operations.
  - Develop, refine and deploy agency procedures to improve agency’s efficiency and effectiveness.

**Objective 4.3**

- Encourage and support high-quality professional development and employee recognition opportunities.
  - Provide professional development to all levels of staff in multiple venues.
  - Continue current employee recognition opportunities and increase other avenues for recognition.

**Objective 4.4**

- Ensure multiple communications tools are deployed to keep staff informed, including the following:
  - Weekly memos.
  - Blog.
  - Quarterly staff meetings.
  - Morning chat.
  - Social media.