MAJOR MILESTONES OF CAREER & TECHNOLOGY EDUCATION IN OKLAHOMA
acknowledgments

This Discussion Guide is one of the first steps in an ongoing effort to capture and preserve the vital history of the Oklahoma CareerTech system. Thank you to the following individuals for their time and enthusiasm in creating this product:

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Learning to Earn
A History of Career and Technology Education in Oklahoma

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RESOURCES & ADDITIONAL READING:

- Radio Set Ownership, 1930, U.S. Census Bureau
- “Woman’s Place Is In the Shop,” Bureau of Naval Personnel Information Bulletin, Number 320, Bureau of Naval Personnel, November 1943
“Everything changed when President Wilson signed that law, on February 23, 1917... Everywhere, not just in Oklahoma, the entire ecology of American vocational training changed, not slowly but immediately, not subtly but entirely. Only the fit survived—more accurately, the survivors were those that managed to fit themselves to the new environment.”

“Oklahoma took the money. Every other state did, too, but not as swiftly and not as eagerly.”


1917—1930s

1917

PASSAGE OF THE SMITH-HUGHES ACT

Having earlier received the recommendations of the Commission on Aid to Vocational Education (chaired by Charles A. Prosser), Congress passed, and President Woodrow Wilson signed, the Smith-Hughes Act. Wilson said that vocational and industrial education was of vital importance to the whole country “for the critical years of economic development ahead of us.”

Within weeks of passage of the Smith-Hughes Act, the Oklahoma legislature officially agreed to accept its terms and promised to “meet all conditions necessary” to receive federal funding for its participation in the program. A federally approved plan was required by law, and Oklahoma’s plan was formally accepted in August.

The purpose of vocational education as defined in the Smith-Hughes Act centered on promoting vocational education in general and agriculture and the trades and industries specifically. It also provided for the preparation of teachers of vocational subjects, appropriated money, and regulated its expenditures.

The earliest federal definition from the Smith-Hughes Act of 1917 defined vocational education as the “preparation for employment in positions requiring less than a baccalaureate degree.”

1929

CREATION OF THE DIVISION OF VOCATIONAL EDUCATION WITHIN THE STATE DEPARTMENT OF EDUCATION

One section of a state statute enacted in 1929 dissolved the old vocational education board and assigned its functions to a new agency—the State Board of Education. In addition to its duties overseeing every form of schooling except higher education, the new board is also designated Oklahoma’s official State Board for Vocational Education for governance under the Smith-Hughes Act. Vocational education is also assigned to its own division within the new department.

1929, 1935

PASSAGE OF FEDERAL LEGISLATION INCREASING FEDERAL SUPPORT FOR VOCATIONAL EDUCATION

The George-Reed Act of 1929 extended and amended the Smith-Hughes Act of 1917. In addition to increasing the federal support for all of vocational education, the new Act gave home economics the status of an independent division (it had been included in the trades and industries division) and assured home economics a fairer share of future federal funding.

In 1935, the George-Elzey Act replaced the George-Reed Act. It brought the total federal supplement for vocational agriculture and home economics to $3 million each. The law also made available—for the first time—federal funds to train teachers, and to supplement teachers’ salaries for distributive education.

REFER TO “LEARNING TO EARN: A HISTORY OF CAREER AND TECHNOLOGY EDUCATION IN OKLAHOMA”

1. How much money did the Smith-Hughes Act provide to vocational education nationally each year by 1926?
2. Why is the Smith-Hughes Act of 1917 important to career and technology education?
3. How was Oklahoma’s State Board of Vocational Education originally organized?
4. What were the original qualifications to teach vocational agriculture, home economics, and trades and industries? How did those qualifications reflect the times?
5. What kind of financial commitment did the Smith-Hughes Act require a school district to make to vocational education?
6. The federal funds for home economics came out of each state’s share of funds for what field/area? What was the maximum amount of those funds that each state could spend on home economics?
7. How did the Smith-Hughes appropriations to train vocational teachers affect vocational teacher training?
8. How did “separate but equal” apply to teacher training in Oklahoma and to funding for teacher training? What does Goble mean when he says, “Separate but equal was a lie”?
9. How did teacher salaries contribute to the appeal of vocational schooling?
10. To what new agency were the functions of the vocational education board assigned in 1929?
11. According to Goble: “America’s decade of the twenties had been a decade of change so swift and so profound that it amounted to a national transformation. No state offered a better example than did Oklahoma.” What kinds of changes took place in Oklahoma?
1931—Empire State Building completed
1932—Air conditioning invented
1933—Phillips Screw Company is formed
1934—Cheeseburger created
1935—Hoover Dam completed; National Labor Relations Act of 1935 (Wagner Act) guarantees workers the right to join labor unions and bargain collectively
1937—Golden Gate Bridge completed in San Francisco
1938—Fair Labor Standards Act sets minimum wage, maximum hours, equal pay and child labor standards

1931

BEGINNING OF THE RELATIONSHIP BETWEEN J.B. PERKY & HENRY G. BENNETT

In 1929, Henry Garland Bennett assumed the presidency of Oklahoma A. & M. College in Stillwater. Not long after, in 1931, James Barney Perky became the state supervisor for vocational agriculture. Because Oklahoma A. & M. had long dominated the state’s vocational training, Perky visited Stillwater to find and hire A. & M. graduates.

Both Bennett and Perky had been born out-of-state. As president of Southeastern State Teachers College in Durant, Bennett had given the school a national reputation for its summer teachers’ institutes. Once he arrived in Stillwater, Bennett became a natural ally of J.B. Perky. They shared similar interests. In addition, the college was the vocational system’s major supplier, while the system was the major employer of the college’s graduates. Oklahoma A. & M. received every penny of teacher training monies (except a small portion spent at Langston) and nearly every agriculture teacher was an A. & M. graduate. Representatives of both the college and the vocational system were all across the state, often in the same communities and often providing complementary services, usually for the same people.

As author Danney Goble writes, “Put Henry Bennett in the A. & M. presidency and one had the makings of real political power. Henry Bennett had that power, and J.B. Perky knew it. The first was willing to share it with the right kind of man. The second was the right kind of man, and he was ready for his share.”

Since 1917, the vocational system’s departments operated out of the state capital, Oklahoma City, as did every state agency. In 1932, after Henry G. Bennett was on the job at Oklahoma A. & M. College, J.B. Perky moved his department and some administrative staff to Stillwater and Henry Bennett’s campus. (Later, in 1958, many state vocational offices relocate to a remodeled building from the 1930s on West Sixth Street in Stillwater—a building made available to vocational education by the renamed Oklahoma State University.)

1930s—1950s

“The war changed everything it touched, and it touched everything there was.”

“The Second World War had put change in motion, and the momentum carried over into the fifties and beyond. Few then could have sensed it—only the perspective of time made it evident—but the 1950s may have been the hinge upon which the state’s entire history turned.”

From Learning to Earn: A History of Career and Technology Education in Oklahoma (photo: B25 Bomber engine being assembled in 1942 by one of the many women who went to work for the war effort. Library of Congress, Prints and Photographs Division.)

12. A decade after the Smith-Hughes Act, what kinds of programs—day courses, evening courses, and part-time classes—came to characterize trade and industrial education? Home economics? Vocational agriculture? Why?
13. What new responsibility was added to the vocational board in 1927 and became a fourth department—joining agriculture, home economics, and trade and industrial education?
14. How did agriculture and home economics divide the new money provided by the Smith-Deen Act in 1929? According to Goble, what did it mean?
15. How did the Smith-Deen Act significantly change the level and the form of federal spending for vocational education?
16. New to the George-Deen law was money to supplement teachers’ salaries and to train teachers for what form of vocational training?
17. What does Goble mean when he says “The system was separate-but-equal; the dollars were just separate”? What impact did separate-but-equal have on schooling every day in Oklahoma?
18. What was one early effect of the Great Depression on vocational agriculture training in Oklahoma’s high schools?
19. What Oklahoma governor saved Home Economics from extinction by using money from his special contingency fund in 1943?
20. Why did, as Goble says, “nothing so became E.B. Nelms’ life in vocational education as did his leaving it”?
21. What was the “cross-section plan” of J.B. Perky in 1931?
22. According to Goble, why were Henry Bennett and J.B. Perky natural allies?
23. What move of “great political acumen” did J.B. Perky make in 1932?
24. What caused T&I to cut back its oil-related programs in the 1930s?
1941

CREATION OF THE POSITION OF STATE DIRECTOR OF VOCATIONAL EDUCATION AND THE APPOINTMENT OF J.B. PERKY AS STATE DIRECTOR

Under the organization of Oklahoma's vocational system since 1929, the system had no director as such. The superintendent of public instruction assumed those additional duties. To create a separate directorship was to reorganize the entire system. To reorganize the system was to repeal one law and enact another. To exchange statutes was to have the acceptance of the system's existing leader (the elected superintendent of public instruction), the agreement of its governing body (the State Board of Education appointed by the governor), the support of the leadership and the votes of a majority in both the state house and senate, and the signature of Governor Leon Phillips. To get all of that was to have the skills and connections of a master politician—someone, say, like J.B. Perky, maybe with Henry Bennett's help.

A new law in April 1941 reorganized the state department of education, but continued to assign the State Board of Education the dual identity of being the State Board for Vocational Education as well. The vocational board was required by law to fill two new positions: an executive officer for itself and a director for vocational education. J.B. Perky became simultaneously executive officer of the state vocational board and state director of vocational education—and also remained state supervisor of vocational agriculture.

1946

PASSAGE OF THE GEORGE-BARDEN ACT INCREASING FEDERAL SUPPORT FOR VOCATIONAL EDUCATION

The George-Barden Act of 1946 more than doubled the annual federal appropriations for all forms of vocational education and changed the formula for distributing the funds. Congress had previously divided $12 million annually among agriculture, home economics, and trade and industries equally. From the larger appropriations approved by the new Act, vocational agriculture would receive $10 million per year, home economics and trade and industries $8 million each, and distributive education $2.5 million. This revised federal formula helped assure agriculture training its primacy in Oklahoma.

25. How were the FFA and FHO similar? How and why were they different?
26. How did Washington make Oklahoma "a special case," according to Goble, in 1941?
27. How long did it take the recommendations in the June 1940 report prepared by J.B. Perky and other vocational educators to become federal policy, after they submitted their report? What was unique about the amount of money involved?
28. How did the Second World War (1939-1945) affect the financial support and supply of teachers for home economics and vocational agriculture in Oklahoma, after America entered the war in 1941?
29. How did the War Production Workers Program—administered through the trades and industries division—give vocational education "its finest hour"?
30. According to Goble, the vision of vocational education from the Second World War to the 1950s still focused more on "the America that had entered the war than the America that emerged from it." In what ways was this demonstrated?
31. What changes took place in Oklahoma in the 1950s to make that decade possibly "the hinge upon which the state's entire history turned"?
**1950s—1960s**

“The Second World War had put change in motion, and the momentum carried over into the fifties and beyond. Few then could have sensed it—only the perspective of time made it evident—but the 1950s may have been the hinge upon which the state’s entire history turned.”

“In what is commonly referred to as the Brown decision, the United States Supreme Court unanimously holds that legally imposed segregation of the public schools violates Constitutional guarantees under the Fourteenth Amendment. Although other states resist, all stubbornly, Oklahoma begins dismantling its separate-but-equal school system immediately. The beginning comes quickly for Oklahomans, but the end will come slowly for everyone.”

From Learning to Earn: A History of Career and Technology Education in Oklahoma (photo: Martin Luther King, Jr. in 1964, Library of Congress, Prints and Photographs Division.)

**1956-1963**

**EXPANSION OF THE MISSION OF VOCATIONAL EDUCATION THROUGH FEDERAL LEGISLATION**

With the so-called Health Amendment to the continuing George-Barden Act, Congress in 1956 adds the preparation of practical nurses to the mission of state vocational education programs. To encourage the preparation of practical nurses, Washington made $5 million available to the states for each of the next four years. The money was to pay 75 percent of the cost of preparing these nurses in the first year, half in each of the next three. Oklahoma jumped in line at once.

Within weeks, the state produced and Washington approved its plan to turn out practical nurses. Initially assigned to trades and industries, practical nursing education only later broke off to become an independent division.

When the Soviet Union launched the Sputnik satellite, they put America on notice that the United States had fallen behind. In response, Congress passed the National Defense Education Act of 1958. This Act further broadened the scope of vocational education’s mission. Title VIII of the Act rewrote previous statutes as far back as the Smith-Hughes Act of 1917. One change involved providing another $60 million into states’ vocational training over the next four years, almost double what had been available. More importantly, the new law required that the extra funds were to be used exclusively for the training of “highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense.”

In 1962, Congress enacted the Manpower Development and Training Act, an expansion of the Area Redevelopment Act of 1961. The new Act provided for advanced technical training to the unemployed and those considered the victims of automation.

Two months after receiving the report of the Panel of Consultants on Vocational Education, President Kennedy sent Congress what became the National Education Improvement Act of 1963. Modifying formulas used in earlier laws, the 1963 Act stayed with the practice of assigning set percentages of each state’s share of federal funds to its agriculture, home economics, and similar programs. However, the law for the first time ignored those traditional divisions when it came to calculating the sum of money that each state received—the money was divided up according to the state’s population in the ages most to gain from vocational training. In addition, the 1963 Act embodied substantive and philosophical judgments. They shared the resolve that vocational education had to transcend serving professions to serving people. The law made commitments not to different occupations but to different groups in different ways. In addition...
to traditional groups—such as high school students needing to learn a trade and adults wanting to update skills or add new ones—vocational education was now charged with serving new groups of people: those who have completed or discontinued their formal education and are preparing to enter the labor market and those with special education handicaps. The new law also brought new money dedicated to new things, including new programs and new, independent divisions. Curriculum development, strategic planning, program evaluation, demonstration and experimental projects—each a recommendation of the consultants’ panel—became an obligation under the new federal law and funded by federal money.

Finally, the 1963 Act required that one-third of each state’s money had to be reserved for postsecondary education for adults and for area vocational schools for secondary students. Oklahoma was the first state to receive the new money.

1964

**HIRING OF FRANCIS TUTTLE AS STATE COORDINATOR OF THE NEW AREA SCHOOLS DIVISION**

Area schools had to be just that—they had to rely on any number of districts over an entire area—and the division’s success would depend directly on its director’s personality and skills. Independent school districts had no need to participate and no reason to appease the state office. As a result, this position called for an administrator who was both a seasoned educator and a natural diplomat. It needed a leader who could persuade and motivate people, who understood and had the respect of school superintendents, and whom other people could work with, rather than for. Francis Tuttle, then superintendent of Muskogee’s public schools, accepted an offer from Oliver Hodge, state superintendent of public instruction, and J.B. Perky, to head the new area schools division.

Tulsa opened the first area school in 1964, acting primarily through the Tulsa Public Schools. Over the next three years, other area schools opened in Oklahoma City, Ardmore, Duncan, and Enid.

32. What was the significance of the National Defense Education Act of 1958 (NDEA) for vocational education? What did Oklahoma do—and not do—with its NDEA money?

33. According to Goble, what did Sputnik symbolize?

34. How did the National Education Improvement Act of 1963 transform vocational education? How did it affect the development of adult education and area schools in Oklahoma?

35. How was the task of the new area schools division different from that of other divisions?

36. What were some of the changes that took place in Oklahoma between 1957 and 1967 that had an impact on vocational education?

37. What was OKIE supposed to mean on the pins distributed by Governor Dewey Bartlett?

38. Whom did Francis Tuttle hire as the first assistant state director?
1966
APPROVAL OF STATE QUESTION 434 ESTABLISHING VOCATIONAL SCHOOL DISTRICTS
In May 1966, Oklahoma voters approved State Question 434, which permitted one or more school districts to form a single vocational district, each to be governed by its own, elected vocational board and all expected to build and maintain area vocational-technical schools.

Property rolls from all of the districts were also to be combined, thereby giving each vocational school district a secure and sizable tax base. The vocational districts were allowed to levy up to five mills for capital construction and ten more for operating expenses, subject to the approval of voters within each district.

1967
FIRST APPROVAL BY VOTERS OF AN AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT
District voters approved Tri-County Tech in Bartlesville as the state’s first area vocational-technical school.

1967
APPOINTMENT OF FRANCIS TUTTLE AS STATE DIRECTOR OF VOCATIONAL AND TECHNICAL EDUCATION
In 1967, Francis Tuttle replaced J.B. Perky as State Director and ushered in a new style of management as well. His first addition to an evolving management team was Arch Alexander, hired first as an assistant state director before becoming deputy state director in 1972. Like those whom Perky had nurtured, Francis Tuttle’s proteges shared a common background, though a different one. Several of them held doctorates in education. Leadership had been defined by J.B. Perky.

In contrast to that often tough and hard-nosed style, Francis Tuttle established a participatory, team approach. His first act upon taking over—and five years before any federal law required it—was to set a single salary scale and apply it to every position across every division. From that day on, women and men who have done the same work have earned the same pay.

Tuttle’s revolutionary approach was also a necessary one. Too much had become too complicated for any one person. There had to be a management team, and that team had to use all of the talents and energy available in a large, diverse, and expert staff.

1968
FURTHER EXPANSION OF THE MISSION OF VOCATIONAL EDUCATION THROUGH FEDERAL LEGISLATION
The Vocational Education Amendments of 1968 fundamentally reordered the purposes and nature of vocational education in America. The law reversed the entire thrust of vocational education away from vocations and toward education. From that moment, its defining mission has been to educate people as people rather than for any particular trade or job. (In fact, the mission as stated in the 2005 Strategic Plan is “We prepare Oklahomans to succeed in the workplace, in education, and in life.”)

One outcome of the 1968 law was the creation of five new divisions. The common purpose of these new divisions was to assume responsibility for the administrative needs of the entire system, rather than serve any single occupation or occupational...
The Oklahoma CIMC
Oklahoma establishes the Curriculum and Instructional Materials Center (CIMC) to design, develop and disseminate instructional materials for vocational programs statewide.

1968
TRANSFER OF GOVERNANCE OF VOCATIONAL EDUCATION FROM THE STATE BOARD OF EDUCATION TO A NEW STATE BOARD OF VOCATIONAL & TECHNICAL EDUCATION AND ESTABLISHMENT OF AN INDEPENDENT STATE DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

As of July 1, 1968, Oklahoma made the oversight of vocational education the single purpose of a newly defined, distinct official board—the State Board of Vocational and Technical Education. Because its members included the elected superintendent of public instruction (assigned by statute to chair it) along with the six members of the state education board, the new board was assured both continuity with the past and cooperation in the future. Because those who were appointed by six members appointed by the governor plus the state director in a non-voting capacity, the primary role of the new board was clear: to guide a new, independent agency—created by the same statute—the State Department of Vocational and Technical Education.

1968
ORIGIN OF THE OKLAHOMA VOCATIONAL-TECHNICAL SCHOOL MODEL

South Carolina’s system of vocational education was considered to be the model of a great one. South Carolina showed what a state could do with vocational schooling and how a state should do it. Both Georgia and North Carolina also had solid reputations for their state programs, but South Carolina stood out from the rest. Vocational education in South Carolina meant industrial development for South Carolina. That was its principal purpose.

In 1968, Francis Tuttle sent Arch Alexander to scout these states, especially South Carolina. In the beginning, Alexander saw and Oklahoma copied. The most obvious borrowing involved what both states called special schools and they were the first to assign those schools to their own division at the state level. They offered customized instruction in ad hoc facilities, instant schools built to do one thing, one time. That was to provide the start-up training to guarantee new employers the workforce they needed to be productive from day one. The idea originated in South Carolina; Oklahoma was the first state to do the same.

Besides improving upon the South Carolina model, Oklahoma soon charted new paths for other states to follow. Oklahoma offered the nation’s first quick-start occupational training programs for new and expanding businesses; was the first state to maintain a division dedicated to short-term adult education; was first to establish a division promoting business productivity; and was first to dedicate an entire division to developing human resources. In addition, while South Carolina’s area schools were purely postsecondary, those in Oklahoma were intended for both adults and secondary students.

1971
FIRST DELIVERY OF VOCATIONAL TRAINING TO INMATES AT A SKILLS CENTER

Under the jurisdiction of the State Department of Corrections, the first vocational training classes were provided to inmates at the Ouachita facility, near Hodgen in eastern Oklahoma. Since then, the Skills Centers Division has grown to encompass multiple programs in public and private correctional facilities statewide, including juvenile facilities. It has evolved into a virtual statewide school system within prison walls.

1974
HEALTH OCCUPATIONS

The Oklahoma Health Occupations Student Organization is formed (Health Occupations Students of America - HOSA - is officially organized in 1976, with Oklahoma as a charter state.)
1975

**MAVCC TAKES OFF**
Oklahoma takes the lead in organizing the Mid-America Vocational Curriculum Consortium (MAVCC), a multi-state project to coordinate, develop, and distribute curriculum materials.

1976

**ENACTMENT OF THE DISPLACED HOMEMAKER ACT BY THE OKLAHOMA STATE LEGISLATURE**
President Gerald R. Ford signed into law the Vocational Education Amendments of 1976. This law prohibited gender discrimination in vocational education’s programming. That same year, the state enacted the Displaced Homemaker Act requiring the State Board of Vocational and Technical Education to develop job training, counseling, money management and placement programs for displaced homemakers through multi-purpose centers established within the area vocational-technical schools (AVTS). In 1978, the State Department of Vocational and Technical Education set up a counseling, training, and job placement service for displaced homemakers with seed money from the governor’s office. Moore-Norman AVTS had the first pilot program. This pilot was so innovative and so successful that the United States Department of Labor adopted it as a model for other states.

1978

**AIASA**
The American Industrial Arts Student Association was established with Oklahoma as one of the first state associations -- it later became TSA.

1984-1998

**ENACTMENT OF LEGISLATION ENHANCING VOCATIONAL PROGRAMS AND EXPANDING STUDENT POPULATIONS**
In 1984, the Carl D. Perkins Vocational Education Act authorized funding over a five-year period to improve vocational programs and serve special populations of students.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorized up to $1.6 billion a year through 1995 for vocational education, including Tech Prep. This increased federal funding reflected the continued commitment of Congress to and support of vocational education and reflected the education policies and reform efforts of the time. The Act placed a great deal of emphasis on the integration of vocational and academic instruction. Congress believed that for vocational education to remain relevant and to be able to prepare students for the increasingly technological and complex jobs of the future, it would have to teach broader skills and incorporate basic academic concepts into its curriculum.

The Act further strengthened the provisions related to the provision of educational services to disadvantaged, disabled and other special population students. Both Tech Prep and the integration of academic and vocational instruction were intended to position the Perkins Act as a tool for educational reform by linking vocational education more closely with academics and with instruction at the postsecondary level. The definition of “vocational education” meant “organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include: competency-based learning which contributes to the individual’s academic knowledge; higher-order reasoning, and problem-solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.”

In 1993, the Oklahoma State Legislature established the Oklahoma Youth Apprenticeship Program administered and supervised by the Oklahoma Board of Vocational and Technical Education. In 1995, Oklahoma was one of the first states to be awarded federal start-up funds—$1.7 million—for its school-to-work system. In 1998, the Oklahoma State Legislature established competitive grant dropout recovery programs within technology center districts and established pilot programs at technology centers for the expansion of rural businesses. Also in 1998, the new Perkins Act offered vocational education greater flexibility in how federal funds were spent, while maintaining vocational education as a separate program administered
This change paralleled a national trend; the American Vocational Association had already become the Association for Career and Technical Education, and thirty other states had replaced “vocational” in the names of agencies and governing boards with “career,” “technology,” and other variations. In Oklahoma, the area vocational-technical schools became technology centers. This change reflected both evolving style and substance.

**2000**

**CHANGING OF “VOCATIONAL” TO “CAREER AND TECHNOLOGY” EDUCATION WITH HOUSE BILL 2128**

Governor Frank Keating signed House Bill 2128 into law on May 19, 2000. This law changed the name of the agency to the Oklahoma Department of Career and Technology Education and that of the state board to the State Board of Career and Technology Education. This change paralleled a national trend; the American Vocational Association had already become the Association for Career and Technical Education, and thirty other states had replaced “vocational” in the names of agencies and governing boards with “career,” “technology,” and other variations. In Oklahoma, the area vocational-technical schools became technology centers. This change reflected both evolving style and substance.

**2002**

**BENSON TENURE ENDS**

Dr. Ann Benson announced her retirement as state director. Her tenure witnessed the renaming of the agency and its governing board, the awarding of a $2.2 million grant to manage a national career clusters initiative, and the creation of the CareerTech Learning Network, among other achievements.

**2003**

**CREATION OF A NEW STATE BOARD STRUCTURE**

The Oklahoma State Legislature established a new structure for the State Board of Career and Technology Education. Whereas the former board consisted of thirteen members, the redesigned board had nine members consisting of the state superintendent of public instruction, two members from the State Board of Education, five members appointed by Congressional district, and one at-large member.

**2004**

**REACHING OF 500,000 TOTAL ENROLLMENTS**

The CareerTech system reached the milestone of 500,000 total enrollments during the same year that Dr. Phil Berkenbile was hired as the sixth state director in the system’s history (he had been the acting state director since May 2003). Berkenbile succeeded Peter Buswell, who served as state director briefly in 2003.