

**Minutes of the Regular Meeting of the**  
**STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION**  
**HELD AT THE HODGE EDUCATION BUILDING, 2500 NORTH LINCOLN**  
**BOULEVARD, OKLAHOMA CITY, OKLAHOMA**

**October 19, 2023**

The State Board of Career and Technology Education began its regular meeting at 9:02 a.m. Thursday, October 19, 2023, at the Hodge Education Building, Room 1-20, Oklahoma City, OK and the meeting was also streamed on YouTube. Notice was properly given, and the final Agenda was posted at 9:00 a.m. on October 18, 2023, in accordance with 25 O.S. 2011, § 311(9).

Members of the State Board of Career and Technology Education present and all appeared in person:

- Mr. Ryan Walters, State Superintendent of Public Instruction and Chair of the Board
- Mr. Brent Haken, State Director, ex-officio nonvoting member
- Mr. Peter Dillingham, Enid
- Mr. Randy Gilbert, Tecumseh
- Mr. Edward Hilliary, Elgin
- Mr. Rob Seeman, Morris
- Ms. Kendra Wesson, Norman

Members of the State Board of Career and Technology Education not present:

- Ms. Shaelynn Haning, Tulsa

Attendees from the Oklahoma Department of Career and Technology Education and other guests:  
See Attachment A.

**1.01 CALL TO ORDER, ROLL CALL**

Mr. Haken called the meeting to order at 9:02 a.m. Ms. Ashley Zemp called the roll and ascertained there was a quorum.

**1.02 PLEDGE OF ALLEGIANCE, SALUTE TO THE OKLAHOMA STATE FLAG AND  
A MOMENT OF SILENCE**

Led by Mr. Ryan Walters.

**1.03 SUPERINTENDENT'S COMMENTS**

Superintendent Walters said, I've got two comments that I really want to make here in the opening statements. First, I want to commend Director Haken. One of the things that we've tried to work on is, and we've talked about this as a board, how do we allow for more students to be in Career Tech centers? What are the barriers? How do we break them down? The director reached out to me earlier in the week and one of the things he identified was some of the standards that we have in place have been so finely written or so specific in the way that we've applied these standards that some of the Career Tech courses have not been able to able to apply for these

standards. He reached out to me and identified a few of them. We're going to work with our staff to clear that up because I do not believe that's the intent of these standards is to not qualify. And if Director Haken doesn't mind here in his comments, if you could kind of give them some specifics on it. But I just wanted to point out how proactive he was to reach out to us to say, look, if we could apply this a little differently, these courses could be made available for credits, which would open up so many more students to be able to take these classes. Not only are we going to address the comments that he made and those standards he made, we're doing an overhaul here to look at any kind of barriers in our standards that could apply to CareerTech. We're also looking, and we had some meetings with some CareerTech directors. I was out in Woodward on Tuesday, and they reiterated your comments of what can we do to further create an environment where more kids get more credit for CareerTech courses. I think this is a great opportunity for us to all work together to say our CareerTech are doing a great job, so what can we do to make sure that students are rewarded proper credits for attending those courses? And it also really opens things up. Also talking to the superintendent out in Woodward, and Guymon, this gives them a lot more opportunities as well for their schedule to be more flexible so that more kids can take them. So, I want to—I wanted to point that out. I really appreciate the superintendent's (Barclay Holt) efforts there. Getting to tour Woodward also gave me an opportunity to be very reflective on ways that K12 can do a better job of creating an environment to feed more kids into CareerTech centers.

Second, when I was out at High Plains Tech in Woodward, getting to see what they do, and I'll just give you guys a brief description of what they're doing with their K12 school. They have what they call a tap program, which is applying a lot of the CareerTech offerings into their grade schools so that the students begin to interact with CareerTech professionals. They begin to get introduced to some of those subjects again, in fourth, fifth, and sixth grade. They have a pipeline of students that are already in CareerTech before Middle School even, saying, "Hey, that's what I'm going to go do. I am going to go get involved in this program." And what it really enables them to do is they are able to recruit basically students at that early age, and again, I got to go meet some of the students, and they're saying, "Hey, this is what I want to do. I figured it out, I'm in fourth grade. I know this is what I want to do," and it was really, really incredible. So, one of the things that we're going to be working on is how do we continue to see programs like that. Again, it's the CareerTech over there in Woodward, they are literally helping pay for some of the bus routes, they're literally helping pay some of the salaries of some of the teachers. It is an incredible joint offering there between the High School and the CareerTech Center, and I would love to see this duplicated around the state. One of the things we're going to look at is how do we as K12 make sure that we're engaging in those types of partnerships, given those opportunities, how we work together to, again, get more students where they're getting more of an opportunity to see what the career tech programs are offering. And I just love the ability to do that much earlier in a kid's career. So those were the two comments I wanted to make.

Again, I had a great visit out there in Woodward. I always love getting out and being able to see the different CareerTech's around the state and what they're doing, but I thought just their partnerships that they have are exceptional and really, I was really, really proud to see that. That's all I have for opening comments. I'll kick it over to you, Director Haken.

#### **1.04 DIRECTOR'S COMMENTS –MR. BRENT HAKEN, STATE DIRECTOR**



Director Haken said, Thank you, Superintendent. And we'll expand on that just a little bit. But before I do, Andra, do you mind standing up? Ladies and gentlemen, this is Andra Holder. She is our new Assistant Attorney General since we had Glenn retire. She's our replacement, and we're so excited to have her on with us and working with us, keeping us legal. So just wanted you guys to be able to meet Andra.

All right, to expand a little bit on what Superintendent Walters is talking about. The bulk of my time has been spent this fall on not only seeing what we're doing, but how do we expand what we're doing? We know that there was an 11,000 student waitlist last year, and that is about a 25% increase in full-time students served, if we looked at it that way. So, we've set a goal to make sure that we get to at least 10,000 students over the next five years. That's the biggest increase in CareerTech Service that we've ever had in our history. While understanding that financial contributions from the state have not picked up in 13 years. How do we make sure that we eliminate all the obstacles that we have? How do we make sure that we work together to maximize the efficiencies that we have, and hope that the legislature will also understand that there is an increased need in CTE courses across our whole state?

So, to put that in perspective, how do we make sure that work happens? Graduation requirements, which is one of the things that the Superintendent was talking about, have been applied to hinder what CTE courses count for. They are currently only counting as electives in most cases, a few one-off cases where they've been allowed to count for a Core Curriculum or a fine art. But we're working on how do we maximize the student's time? How do we get them on the path that we need them on? We realize in this state that only 32% of our high school graduating seniors go to higher education. We are only currently serving about 27%, so there's a whole bunch of students that are getting nothing. We need to make sure that we're reaching all of those students. And what we see in Western Oklahoma is that actually under 20% go into a college or university. So how do we make sure that they have post-secondary opportunities that lead into great careers for them? That's really what the cusp of this is all about.

Also thinking about High School graduation rates and how does Career Tech help K12? Well, Career Tech programs help motivate students to see that there is potential to stay in education. So with a graduation rate that we need to work on and we need to increase, we think that we can play a vital role in grasping those kids and making sure that they understand there's potential for them and there's hope for them if they stay in education. So, we're going to work together a lot to figure out how we can be an extension of what K12 does but then also lead students into post-secondary opportunities. Every way that we can expand those is great. One of the programs that Superintendent is talking about is the tap program at Woodward. We also have a program at EOC where they work on second and third graders in STEM fields and how do they understand what's available in CareerTech careers. We have varied versions of these all across the state. Currently, we don't collect any of that data. So, that's what we're going to work on at the agency, is how do we collect that data and show the impact that we're making for those students.

Also, currently we have not deviated from how we not only fund but how we count the profiles the students that we serve. With a giant waiting list like we have, we know that we may have to modify how students are served because schedules are difficult. So looking at course-only

options and what do those count for in a school and how can we make sure that we are reaching out into the schools and serving. We have a lot of Technology Centers that are looking for their growth because they can't build buildings right away because that costs a lot of money, and we have a limited building fund. So how can we go into the K12s and build our programs within them in a partnership model? We're looking at changing some of the things that we offer. Not that we're going to reduce rigor or reduce the hours offered, but how can we do it differently? We haven't changed that model in quite some time, so I think there's some opportunities for growth. That's kind of the work that we're doing right now, and I definitely would entertain any questions that you guys may have as we go through things. If you have questions, please don't hesitate to ask those. But I know that we have some great things to talk about today, and I think that Randy's (Randy Gilbert) got to leave a little bit early, so we'll get through as much as we can as quick as we can. Thank you.

### **1.05 MINUTES OF THE SEPTEMBER 21, 2023, REGULAR MEETING**

Mr. Edward Hilliary moved to approve the minutes of the September 21, 2023, regular meeting. Mr. Peter Dillingham seconded the motion. The motion had the following votes:

Mr. Michael Brown, yes  
Mr. Peter Dillingham, yes  
Mr. Randy Gilbert, yes  
Mr. Edward Hilliary, yes  
Mr. Rob Seeman, [no vote]  
Ms. Kendra Wesson, yes  
Superintendent Ryan Walters, abstain

Motion Carried. A copy of the minutes is on file at the Oklahoma Department of Career and Technology Education.

## **2. RECOGNITIONS AND PRESENTATIONS**

### **2.01 Presentation of Agency Membership Organization Partnership – Ms. Skye McNeil, Executive Director of OkACTE**

Superintendent Walters said, next we have a presentation of Agency Membership Organization by Ms. Skye McNeil.

Mr. Brent Haken said, "So, while Sky's coming to the podium, I'll mention that it's been a great way for our members to engage with the agency by having the partnership that we have with Sky. From our membership organization, we're lucky in our state to have so many members that are plugged in, and that's our teachers, that's our administrators, everybody that's plugged into a part of the membership organization and making sure that we can work collaboratively."

Ms. Skye McNeil said, "Good morning, thank you, Director, Superintendent, board members. My pleasure to be here with you today and talk about OkACTE, which is our state affiliation professional association. We're about 4,500 members strong, and our main task is to go to the

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capital and lobby. That is something, oddly enough, I love to do. I asked Director Haken if he wanted the 45-minute version, he said, uh, no, so, I'm going to get through a lot of information.

I do want to just briefly tell you a little bit about me. I have three daughters, so that's entertaining on its own, but a couple of things you have to do to live in my house is you have to be a part of the CareerTech system. So, my older two daughters are both in FFA. I have one in college; she went through FFA and she was in the pre-engineering program at Central Tech, which was a really wonderful program for her to go to. Central Tech, because it is a cooperative type of school, was able to offer her upper-level science and math that she was not able to get at her sending school, not because there was anything wrong with her sending school; we come from a very small rural school. So, she was able to get those AP courses, along with many other kids from very small schools, at a technology center and had phenomenal teachers.

In fact, she often talks about her pre-engineering teacher, Mr. Applegate. She really wants to make him proud, which is interesting. I was thinking about that. She often will say, "Hey, you know, I learned this from Mr. Applegate," and her studying skills or whatever that is. She reflects a lot on her time at Central Tech. She was also a part of FFA, and that really gave her the speaking skills and the skills that she needed to be successful and just communicate and interact with folks.

My middle daughter, for those of you who have multiple kids, know that they're very different. My middle daughter is in FFA and is in the welding program at Central Tech. And what is interesting about her is she takes after her mama. Math is not our thing, and math was really a struggle for her, and it really affected her self-confidence; it affected a lot of things. However, Jameson is in the welding program and is really loving it. A couple of weeks ago, she also rides cutting horses, and we were at a show, and there was a saddle rack on a stall, and I said, "Jay, we've got to get you one of those because we're lugging the saddle anyway." She said, "Mama, I'll just make it," and I'm like, okay, you know, I don't know, but all right. So she goes to school, and I don't say much about it, and um, last week she said, "Hey, Mom, I'm about done with my saddle rack." I said, "Oh, you are?" She said, "Yeah." So I knew she had taken her saddle to school, and she said, "So, I measured it; she said it looked so smooth, and I just did the grinding just right, and she had to figure all of the angles. She had to figure how she wanted it because I said, 'Do you want to take a picture of this?' She said, 'No, I can do it.'" So, she was doing math, and she never knew it, and I didn't tell her I'm not going to tell her that's math, but she was doing angles and figuring out how long she needed to make it, how wide she needed to make it, what all of that needed to look like to make this saddle rack, and she is so proud of it.

In fact, she texted me on the way here and said, "Hey, I'm at Tech; I'm finishing the painting. I'll bring it home and show it to you today." She is so ecstatic with herself right now, and that may seem like a little thing, but for a young woman who struggled with a little bit of self-confidence, she is just booming and thriving, and that is going to change her trajectory forever, and it is just wonderful as a mother to watch. My youngest daughter is in the sixth grade, and she is a part of the FACS program. They have a program that reaches down into the Junior High or Upper Elementary, and she is a junior officer, and she thinks it's fabulous. Her birthdays in November, and she said, "I think I want a sewing machine." I said, "Great, I can get that, but I'm not sure how to help you with that, man."



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They're opening doors. Career Tech is opening doors for my three daughters that I am not able to open myself for them. It's really great to have this team in this system. My kids will tell you that much of their success as they've gone through their educational career has been to CareerTech. Whether that's their programs in their K-12 sending schools or whether it's a tech center. They can pick their programs, but that's just the rules that we have in our house, and they don't fuss with me too much about it.

I just want to tell you, I came through FFA. CareerTech is not just something I do because they pay me. It is something that I live and breathe, and that I instill in my children, and I talk about it often, and it is something that is an absolute joy and pleasure of mine to talk about at the capital with legislators and try to teach them and encourage them. It's always an educational process with term limits, right? And we're always talking about things with CareerTech, and I'm able oftentimes to talk about things that my kids are going through because sometimes we'll have challenges with legislators who don't understand, why do you have STEM programs? Why do you have pre-engineering or bio-med at such a young age? Why do you do upper-level math and science? And we can talk about those, and I can give them a real-life example of how that's changed my kids.

You all know as board members that we are unique; you've heard that we're unique in a lot of ways, the fact that we have our own state agency really is one of the things that makes us the most sought-after CareerTech system in the nation, if you will. We're able to be flexible and nimble and turn on a dime to create these programs. Several years ago, during the pandemic, I know we want to forget that, but Secretary Blaine Arthur called and said, "Hey, we have these pack and plant shortages, and we need this curriculum stood up and set up," and this was 2021. We had curriculum set up in, I don't know, eight weeks or something. That doesn't happen across the nation; that is phenomenal, and due to a lot of people putting a lot of hard work in but being able to make those changes rather quickly.

Another way that we're unique is we have, you have a professional organization in Oklahoma that has actual staff that is not volunteer and doesn't have other jobs. This is our only job. There are three full-time and one part-time that works there to serve our 4,500 members. We're the only state that functions that way. We're the largest state by about 2,500 members, and so, we take that very seriously, and we just want to keep growing.

The other thing that makes us unique, and I was talking to the Director about this yesterday. We'll go to Vision in December, late November, and they set aside a time for the State Director of CareerTech and for the association executive director to meet. And I always thought that was interesting. Well, we've done this a few years, and as I got to asking other directors, executive directors, why they do that, they said, "Well, we never see our state director; we never talk to them; we don't know them." I'm like, how do you do your job? How do you do what's best for the system if you don't collaborate and walk a parallel line? And in other states, they're quite broken in that fashion. So, I think it's just a blessing that we're able to do that. Director Haken and I talk multiple times a day about where we're headed, what is the best strategy for that, what does it look like, what does our system really need. And we have the tough conversations so that we can always, constantly, be on the exact same page. That is the best way to move this amazing system forward.

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So those are some of the things we do. Conference, you all heard about conference; we do that collaboratively. We're also the only state in the nation that functions in that way. There are things that we can do because we are not a governmental entity that the state agency can't do, and vice versa. There are some things that the state agency has capabilities of doing, and access to do, that we can't do. The fact that we can collaborate in that way give our members and the folks that the state agency serves as well, the best experience possible. Our state conference is as big as the national ACT conference. We serve the same exact same amount of people and is phenomenal, and I know many of you have been, and we would love to have you all come again.

We got to honor Randy Gilbert this year, which was really a fun surprise, and congratulations to you for that. I know I've told you but, you truly deserve it, sir. So, we love to work together and collaboratively on conference to serve the best professional development and to get our group together and kind of kick off the school year.

And as I've said, the thing that we are charged with at the association to do, our most important job is advocacy on behalf of the system. From the association, we will do the policy; we will write most of the policy legislation. We will do that in conjunction with the agency. How does this work logistically? How, if this becomes law, what does that really look like? We will do that in tandem with the agency. The agency and you all as a board, set what that appropriations request is, and we go to the capital, and we fight for that, just as much as we do the policy. In fact, when we make the document, it has our policy on one side, our appropriations request on the other side, and we go and fight for both of those things equally and we are very engaged in all of that. We will track about 700, between 600 and 700 bills each year at the beginning of session. That is because CareerTech is so diverse and so expansive. We will watch everything from Economic Development, things that affect higher ed, things that affect K-12, we have workforce issues licensure issues this year, and I know you all are familiar.

We're right in the middle of graduation requirement changes, how does that affect our students, how can we get students, that have all of the skills they need, all of the knowledge they need, and we believe that is a part of CareerTech as well. We're talking about those things, and we work on economic development, workforce, you name it, we track a lot of bills, out of about 3,500, we'll track between 600 and 700 of those, and that just tells you how large our system is.

The last couple things I want to share with you, and I'll open up for questions, we will be hosting a legislative roadshow on October 30<sup>th</sup>. We have spent the last three or four years going around and doing one-on-one interviews with newly elected officials to give them kind of a presentation. It's a little bit of death by PowerPoint, if you will. They sit through a PowerPoint, we talk about what the system looks like, and it's a lot for them to consume. So, what we want to do this time is bring them together and take them on a bit of a tour around the state. We're going to start at Central Tech, we're going to do some things there; we're going to go see a FACS program and an AG program, we're going to go to the agency, have lunch with business and industry, and then we'll end back up at Central Tech. We're hoping to have a second date where we will go see the TAP program, superintendent, and where, possibly, potentially, one of our skill centers, and so we're working through what that looks like.

I share that with you so that if you all would like to join us on October 30<sup>th</sup>, we can get you that information and take the li the tour with us. We will have some legislators with us and we'll do a couple of these because getting a large group of legislators on the same day, especially during



interim studies, is a bit of a challenge. We are in the middle of interim studies, and I know the director will share with you in his report the ones that he has presented at. And I just want to tell you, he's done a phenomenal job representing our system, having some tough conversations, talking about why CareerTech. Sometimes people wonder why CareerTech should be in the middle of, say, graduation requirements conversation. Well, we should because we kind of see a lot of these kids and their needs.

You talked about it this morning; how do we get more of them in the system? Well, that has to do with their graduation requirements. We keep adding more and more and more things that these students have to check the box on before they can graduate, and it's starting to not really allow them to come to any of our programs. Whether that's at a tech center or even some of the one-hour programs at they're sending schools. We want to make sure we're in that discussion, but we are in the middle of a lot of interim studies. Watch those, and if you all ever want to you can tune in, okhouse.gov or oksenate.gov, there are a lot of really important conversations this year. Sometimes interim studies are hit or miss, but they're tackling some really big issues, and I think, we're going to see a lot of legislation coming out this year that have come from interim studies. That doesn't happen every year, but I think we'll see that this year.

The last little tidbit I want to share with you is we, many years ago, before I was here and before Director Haken was here, we had an economic impact study done on the system, and it's a little bit old and worn. We're still using that data because that's what we have, so we, the association, the agency, some tech center superintendents, we're going to come together and host a new economic development study. We're talking to firms right now about what that looks like and how we can get the best numbers, that are really solid numbers. We want solid numbers to go share with the legislature in this next session, and so we're working through that and really excited about getting some new numbers, and we suspect, and I think we'll be right, that there'll be, really, really impressive numbers.

A discussion was had among Board members and Ms. Skye McNeil.

## **2.02 Annual Accreditation Training for State Board – Ms. Jessica Ventris, Director of Academic Affairs**

Ms. Jessica Ventris said, "This is very exciting. Are you guys excited?"  
"Okay. In your packets is the conflict-of-interest forms that we have to have you sign every year. This is for our eight schools that we will be accrediting next year. If you would, look that over and sign that. We are also required to provide training to you all every year on our accreditation processes. Some of you, Randy, have been through this many times, so you could probably do this for me."

"All right, so the US Department of Education recognizes this board as our approval entity for our accreditations, and Oklahoma Department of Career Tech, the accreditation office performs and conducts the activities for the accreditation, and then we bring that back to you for approval."

"Why do we accredit Technology Centers? We want to look at the programs, the quality of the programs when we're on-site. The school administrators and staff learn about best practices and opportunities for improvement within their school. We want to ensure that the Technology Centers' practices align with various statutes and regulations, and to determine the eligibility for



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students to receive financial aid, we have to be accredited for those students to receive those funds. It's a peer review, so Technology Centers learn from each other. We can identify the strengths and opportunities for improvement from each other, comparing our Technology Centers. We learn about best practices from each other. Examiners that participate are also from Technology Centers, and they are also able to learn from their fellow examiners from other Technology Centers across the state. Again, to receive financial aid and also other in our rules other state and federal funding."

"These are our numbers currently. We have 28 Technology Centers that participate in student financial aid. There are those numbers, and then also programs that are approved for Title 4 also are approved to receive Oklahoma Promise and Oklahoma tuition aid grant."

"These are the seven quality standards that this board has approved years ago. These are the areas that we look at when we're doing an accreditation: leadership and administration, instruction and training, support services, measurement and analysis, personnel operations, and system impact."

"The school can earn full accreditation, probational accreditation, accreditation dropped, accreditation reinstated, and these do not exceed five years. So, every five years, our Technology Centers go through this process. However, we do review it annually through our agency's program approval process, and then they receive a letter from us annually. This is the kind of the processes that our Technology Centers go through. They are also required to receive training. Every year, they're going through that right now, actually. The eight schools that are next year, they write an application. They coordinate with our office to facilitate the visit. They participate in the visit. They have an opportunity to read the feedback report and provide comments to us. A rebuttal process, they have to write a correction, corrective action plan if that is necessary. We do ask someone from the Technology Center to attend our board meeting that we bring the feedback report to. They write an action plan for continuous improvement, and they participate in a three-year monitoring visit. So that action plan is, they are asked to select one opportunity for improvement from each standard, from standards one through six, and to work on that over the next five years. We monitor where they're at, the status of those, at their three-year monitoring visit."

"It's important to mention here that when you guys see those reports, those opportunities for improvement, that's exactly what they are. They're options for the schools to work on. That's not a corrective action. That's just part of the process. The examiners are also required to complete training. That is all online now. They do participate in a virtual. We did one just yesterday for an upcoming visit, a virtual training before the visit. New examiners are required to attend, but we also ask returning examiners to attend as well if they can, due to changes every year. It seems like. Then they participate in the visit. We do interviews and observations. They write the strength and opportunity for improvement statements that you guys see in your feedback reports. We do combine, because a lot of similarities come out in those statements. And then they actually score their standards that they are responsible for. The feedback reports that you guys see, that is the average examiner scores for each standard. Then you see the strength and opportunity for improvement statements. We monitor those statements, like I said, during our three-year monitoring visit, and the corrective action items are any areas not in compliance, and those typically deal with the compliance section in standard six. The Technology Center, they have to have a plan for that corrective action item in their board report that you guys received. They have 60 days after board approval to get that implemented, and we follow up on that. However, in my tenure, those have been corrected before we ever come to board, and we let you guys know."

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"All of the four schools this year, you guys will receive those reports after the first of the year. We continue our hybrid visits because, based on survey feedback, our schools and examiners enjoy this model, and so we continue to do that. The length of our visits is determined by the size of the school and how many campuses they have. The first one to three days of every visit is virtual group interviews. We do those on Zoom in breakout rooms with Technology Center staff and examiners. Then we travel on-site. Again, the timeframe depends on the size of the school, but while we're on-site, we do program observations, as well as one-on-one interviews with staff and students. We review the compliance items when we're on-site and follow up on anything that needed to be followed up from the virtual portion. Over the last couple of years, we've done some improvements to our processes. Nothing in our guidelines has changed. This is processed stuff that we see every year, and we do some tweaks to it sometimes from visit to visit. Our examiners have more specific assignments. They are assigned to two standards. We also do some assignments as far as interviews are concerned. We've streamlined with an online system our data collection process online, and then the final assessments are also streamlined because they have less assignments now. This year, we have team leaders on our examiner teams to help the accreditation staff make sure everything's getting accomplished that needs to get accomplished. And it also helps our new examiners a lot to have that contact. We've updated our Technology Center training, which is great. All of our schools have been through this process now, so our online training is available to them, and they can have various staff members depending on who's writing what section of their application. We have all that training broken down so that they don't have to do all of it. They can just focus on the areas that they are responsible for. Then we also have Q&A virtual sessions with our school. For example, in November, we will have one with the eight schools that are coming up. What's great about those sessions is we allow them to share what is working, what is not working for their schools, and they share some best practices to help each other out through this process."

"These are the four schools we are visiting this year. We have Northeast actually next week and Pontotoc Technology Center in two weeks. And these are our 2024 schools. We actually have eight, three of those being back to back. It's going to be very fun. And I welcome any of you to attend any of these visits. And I hope Mr. Brown kind of speaks up here in just a second. We were blessed with his presence at Great Plains. I think that's excellent for you guys to kind of see how this process works that you get to approve. You guys have seen me do some distance education approval. Our agency received an expansion of scope a couple of years ago to include distance education. Our other accreditations are institutional. There are two types: institutional and programmatic accreditation. Except for distance education, that is at the programmatic level. After initial approval, after you guys approve those programs that have a portion of distance education, then it becomes part of their institutional accreditation because this is new to our system, we do go back and do a follow-up visit. I think you guys have heard me say that. Just to make sure we're monitoring that seat time and it's the students doing the work. These are the standards that distance education looks at again: program integrity, resources, technology, we're going to look at how the instruction is given, skill alignment, support services, marketing and recruitment, and student engagement and satisfaction in the process. How was that, Director Haken?"

"Okay. What questions do you guys have?"

Discussion was had among the Board.



### 3. MANAGEMENT ACTION ITEMS

#### 3.01 Discussion and Vote of the 2024 CareerTech Business Plan – Mr. Brent Haken, State Director

Mr. Brent Haken said, "This business plan was presented to you last month in a draft form so you could look it over, spend some time reading through it, and if you had any questions or comments so that we can make the final approval on that business plan. I would direct your attention to page two just to hit some highlights once more, the biggest highlight being at the top there on page two, a 9.5% increase in enrollments in the Career Tech system. We expect that that will continue. It's hard to speculate how much growth, but I keep getting reports from superintendents and K-12 schools about how they're adding to their Career Tech programs, so I think that's fantastic. Moving along through there, you'll see some of our goals, the focus and direction in which we're moving, so that's helpful. In this business plan, we use this for a variety of things to drop off at potential schools, to drop off with legislators, to talk through all the things that may be out there. Russell and his team actually put this together and do a great job. So if you have any questions, I'm sure he'd be willing to answer those. You'll see your appropriations request in there again, and I'm going through it briefly since we went through it last month. Our Career Tech Champion stories are a huge highlight for the communities to hear about what their students have done, but also for our state to talk about what they've done. Randy, as he left, he was just dropping off another potential. We have a welding instructor who was just telling Randy and myself the other day about a success story. A student had a choice from a judge either go to jail or go to CareerTech and is now an employed welder. So, a pretty cool story. I think that would be a pretty big thing to share in that spotlight. I had another one while I was at the State Chamber in a little deviation from the plan but with the State Chamber in D.C., talking to Marcus Wright, who owns Wright Oil Field Service. He was an individual that came from a single-parent household and was trying to decide what he was going to do with his life. He jumped into a welding program and now owns a multi-million-dollar business. So, pretty big deal, going from a hard upbringing to a very successful life. It's great to talk about our champions in the business plan."

Mr. Michael Brown moved to approve the 2024 CareerTech Business Plan. Mr. Edward Hilliary seconded the motion. The motion had the following votes:

Mr. Michael Brown, yes  
Mr. Peter Dillingham, yes  
Mr. Randy Gilbert, absent  
Mr. Edward Hilliary, yes  
Mr. Rob Secman, yes  
Ms. Kendra Wesson, yes  
Superintendent Ryan Walters, yes

Motion Carried. A copy of the minutes is on file at the Oklahoma Department of Career and Technology Education.

**3.02 Discussion and Vote to approve or disapprove a resolution requesting that an election be called in Beaver County, Oklahoma for the annexation of Beaver County, Oklahoma to the High Plains Technology Center District No. 24 – Mr. Brent Haken, State Director of Career and Technology Education**

Mr. Brent Haken said, "This is also pretty exciting, and if we have questions, we'll call Justin up. We've been spending a lot of time in Beaver, Oklahoma. We're almost residents out there. Just like the superintendent was talking earlier about High Plains Technology Center and the things that they're doing to reach into the schools, Beaver County has realized they don't have that opportunity for any of their students. They're also seeing a decline in population because there are no jobs for people to go to. The solution that they have come up with, with our guidance, is to provide an opportunity for their kids and adults and businesses to take advantage of a Technology Center. This proposition, if approved, would allow those people to have a vote to decide if they want to be a part of High Plains Technology Center. Most likely that will be January, right, Justin, that they would put that on?" "Okay, January 9th, we will. Just so you guys know, we will act at the will of those communities. If they need help or support with town halls, that's how our agency will act. We will not go out there to be overly promoting. I think that puts a negative taste in people's mind when the government's out there to sell them on a bill of goods. But we'll let the communities decide how they want our services, and we'll be happy to provide those. Excellent."

Mr. Michael Brown moved to approve the Beaver County Annexation to High Plains Technology Center. Mr. Peter Dillingham seconded the motion. The motion had the following votes:

Mr. Michael Brown, yes  
Mr. Peter Dillingham, yes  
Mr. Randy Gilbert, absent  
Mr. Edward Hilliary, yes  
Mr. Rob Secman, yes  
Ms. Kendra Wesson, yes  
Superintendent Ryan Walters, yes

Motion Carried. A copy of the minutes is on file at the Oklahoma Department of Career and Technology Education.

**3.03 Discussion and Vote on Letter of Intent with Family and Children's Services**

**a. Need a designated representative to be the first contact on the Letter of Intent – Mr. Brent Haken, State Director of Career and Technology Education**

Mr. Brent Haken said, "Family and Children Services, not a whole lot of detail here, but they are trying to apply for the opioid abatement settlement so they can receive a grant from them. We work with this institution already for our Adult and Family Education, so Women in Recovery is part of this group as well, and we work quite a bit with them. What's unique about this, and why



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you're seeing it, is typically with grants, we can submit a letter of support without coming to the board. The AG opinion was that this settlement should require board action if we are intending to support them applying for this grant. What it does is really allows them to apply, not saying that they will, they have a grant yet, or that we've declared what the grant is going to do, but this is the first step to allow them to even apply for the grant. After talking with their representatives, I feel confident that what they're trying to do is reach people that have had struggles and are trying to overcome obstacles to get them into better situations. We know that that's what their organization is all about, and we're happy to continue to support them."

Second comment on that: A designee will be appointed by me for their contact, and that will be Letha B. She is our manager over Federal programs but also oversees the Adult and Family Education program."

Mr. Peter Dillingham moved to approve the Letter of Intent with Family and Children's Services. Mr. Michael Brown seconded the motion. The motion had the following votes:

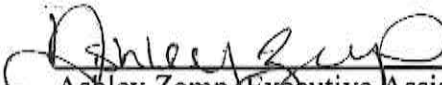
Mr. Michael Brown, yes  
Mr. Peter Dillingham, yes  
Mr. Randy Gilbert, absent  
Mr. Edward Hilliary, yes  
Mr. Rob Seeman, yes  
Ms. Kendra Wesson, yes  
Superintendent Ryan Walters, yes

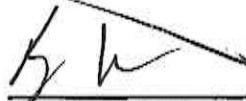
Motion Carried. A copy of the minutes is on file at the Oklahoma Department of Career and Technology Education.

### ADJOURNMENT

There being no further business, the meeting was adjourned at 9:58 a.m.

The next regular meeting of the State Board of Career and Technology Education will be held on Thursday, November 16, 2023, at 9:00 a.m. The meeting will convene at The Oklahoma Department of Career and Technology Education, 1500 West Seventh Ave., Stillwater, OK 74074.

  
\_\_\_\_\_  
Ashley Zemp, Executive Assistant  
to the CareerTech State Director and  
Secretary of the CareerTech Board

  
\_\_\_\_\_  
Ryan Walters, Chair of the Board

