

MAJOR MILESTONES OF
CAREER & TECHNOLOGY EDUCATION IN OKLAHOMA

A Discussion Guide

*career***tech**





Use this Discussion Guide in conjunction with the publication
Learning to Earn: A History of Career and Technology Education in Oklahoma, by Danney Goble.
Copies may be purchased at <http://store.okcimc.com/teaching-advising-career-information.html>.

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Stillwater, Oklahoma 74074-4364
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Acknowledgments:

This Discussion Guide resulted from the work of the following individuals:

Margi Stone Cooper (2020)
Frank Coulter (2006)
Norman Filtz (2006)
Tom Friedemann (2006)
Marcie Mack (2020)
Edna Ruth Mahaffey (2006)
Craig Maile (2006, 2020)

Donna Metcalf (2006)
Connie Romans (2006)
Curtis Shumaker (2006)
LaMecia Stidham (2006)
Ron Wilkerson (2006)
Laura Wilson (2020)

The 2020 graphic design was created by the Creative Services staff; Marissa Villones, Oklahoma Department of Career and Technology Education.

Although the compliance with the Vocational Act of 1917 by the state legislature is frequently called the beginning of vocational education in Oklahoma, there had been determined efforts before that time to initiate a state-wide program. Indeed, Section 7, Article 13 of the Constitution of the state of Oklahoma demanded that “the legislature shall provide for the teaching of the elements of Agriculture, Horticulture, Stock Feeding and Domestic Science in the Common Schools of the State.” In compliance with this provision the legislature provided that after July 1, 1909, all teachers wishing to receive certificates in the state should pass an examination qualifying them to instruct “the elements of Agriculture and allied branches mentioned” in the Constitution. Also, the various normal schools and other institutions of higher learning in the state were urged to offer training in the needed areas.

—Carl Tyson,
The History of Vocational and Technical Education in Oklahoma,
State Department of Vocational and Technical Education, circa 1975

The Big Picture

1913—Henry Ford creates the assembly line; Congress creates U.S. Department of Labor

1914—Panama Canal opens; Smith-Lever Act creates the Cooperative Extension Service

1917—The United States officially enters the First World War (1914-1918)

1919—Prohibition begins in the U.S. after Congress ratifies the 18th amendment to the Constitution

1920—The 19th amendment grants women the right to vote; first commercial radio broadcast airs; begin conversion to 5-day workweek; Census shows U.S. reaches 100 million population and first urban majority (51%)

1923—Talking movies invented

1925—First home mechanical refrigerator sold (Frigidaire)



1917-1930s

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.

--From Learning to Earn: A History of Career and Technology Education in Oklahoma.

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.”

1928 **FORMATION OF FFA**

Representatives of several states’ student organizations met together at the American Royal Livestock Show in Kansas City, where they launched the Future Farmers of America—FFA. Oklahoma was accepted as an early member.

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 was also designated Oklahoma’s official State Board for Vocational Education for governance under the Smith-Hughes Act. Vocational education was also assigned to its own division within the new department.

1929 **OKLAHOMA OFFERING ONE OF THE NATION’S FIRST PROGRAMS IN DISTRIBUTIVE EDUCATION**

Tulsa Public Schools offered one of the nation’s first programs in what became known as distributive education. Called Retail Selling, Tulsa’s program placed high school students with local retailers and complemented their work experience with classroom studies.

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

1927—Charles A. Lindbergh makes solo flight across the Atlantic; TV invented

1928—Penicillin discovered

1929—Stock market crashes

1930—Sliced bread available; Great Depression begins

1931—Empire State Building completed

1932—Air conditioning invented

1933—Phillips Screw Company is formed

1934—Cheeseburger created

1935—Federal Social Security Act establishes a nationwide system of social insurance;

The Big Picture

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.

Of all the branches of vocational education in Oklahoma, home economics received the biggest boost from the George-Reed Act of 1929 because that act allowed the states to spend larger percentages of the allotted funds for that area. In spite of the difficulties created by the Depression home economics began the new decade with unprecedented growth. In 1930 there were less than sixty home economics programs in Oklahoma which were aided by federal matching funds, and there were less than 10,000 students, both adults and school girls, enrolled in classes. With the addition of the funds from the legislation, the number of schools offering home economics more than doubled in 1931 with more than 150 districts holding classes.

—Carl Tyson, The History of Vocational and Technical Education in Oklahoma, State Department of Vocational and Technical Education, circa 1975

In 1935, the George-Ellzey 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.

One of the primary results of the Dust Bowl in Oklahoma was the depletion of the ranks of vocational agriculture teachers. When the federal government created the Civilian Conservation Corps and the Soil Conservation Service a great demand arose for persons schooled in techniques of modern farming and soil saving. Fortunately for the state many of the new positions could be filled with the vocational agriculture teachers of Oklahoma, but unfortunately for vocational agriculture this left many positions empty in the schools. However, stepped-up teacher training and pragmatic arrangements such as allowing teachers time off to handle government jobs overcame this problem.

—Carl Tyson, The History of Vocational and Technical Education in Oklahoma, State Department of Vocational and Technical Education, circa 1975

**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.



The Big Picture

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

1939—Germany invades Poland, starting the Second World War in Europe

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.”

1933
AGRICULTURE AND HOME ECONOMICS DIVISIONS RELOCATE TO STILLWATER

Since 1917, the vocational system’s departments operated out of the state capitol in Oklahoma City, as did every state agency. In 1933, after Henry G. Bennett was on the job at Oklahoma A. & M. College, J.B. Perky, state supervisor of vocational agriculture, and Kate North, state supervisor of home economics, moved their administrative offices to the A&M campus. (Later, in

1958, all state vocational offices relocated to a remodeled 1930s-era building owned by Oklahoma State University located at West Sixth Avenue and Walnut Street in Stillwater, the site of the agency’s current facilities.)



1937
ORGANIZATION OF THE FUTURE HOMEMAKERS OF OKLAHOMA

Oklahoma’s home economics students and their teachers organized the Future Homemakers of Oklahoma in 1937. (They became members of the Future Homemakers of America—FHA—in 1944.)

Discussion Guide

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?

1940—The U.S. Congress enacts the first peacetime conscription draft; Franklin Roosevelt becomes the first person to be elected to a third term as president

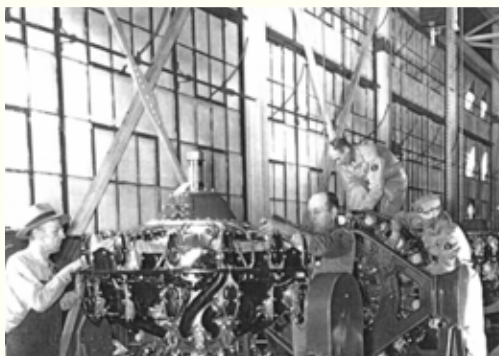
1941—Japan attacks Pearl Harbor, United States enters the Second World War

1941—Ted Williams ends the season with a batting average over 0.400, the last player to accomplish that feat

1942—Franklin Roosevelt signs Executive Order 9066, confining some 110,000 Japanese-Americans on the west coast to relocation camps for three years; U.S. Marines land on Guadalcanal; U.S. and Great Britain invade North Africa

1943—The Jefferson Memorial is dedicated in Washington, DC, on the 200th anniversary of Thomas Jefferson's birth; Richard James invents the Slinky

The Big Picture



1940s

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

--From Learning to Earn: A History of Career and Technology Education in Oklahoma.

The schools were mobilized for the war effort not only to provide the necessary orientation for the future members of the Armed Forces but also to furnish vocational training to meet the growing demand for manpower in industry and agriculture. Under the direction of the U. S. Office of Education a program to meet the emergency defense training needs had been launched in June, 1940. The program was extended and intensified after Pearl

Harbor, when it was adapted to meet war production training needs. Vocational schools were called upon to train not only high school students but also workers who were dislocated from nondefense industries and needed retraining to fit them for service in war-production industries. Classes were held at all hours of the day for all types of men and women. So far as high school students were concerned, the demand for admission to courses in vocational training was greater than the schools could accommodate. There was, in fact, a pronounced shift of interest from academic studies to vocational training.

--From I.L. Kandel, The Impact of the War Upon American Education, 1948

1940

J.B. PERKY ASKED TO HELP PLAN TRAINING OF NATION'S DEFENSE WORKERS

After the sudden and shocking fall of France to Nazi armies, U.S. Commissioner of Education John Studebaker assembled a small panel consisting of the nation's most esteemed vocational educators and asked that they plan to train 1.25 million defense workers in the next 12 months. J.B. Perky was one of the few summoned, and the recommendations that he and the rest offer became federal policy in precisely 23 days, when the Vocational Training for War Workers Program was created and assigned to each state's Division of Trades and Industries. J.B. Perky thereupon became both Oklahoma's director for war production training and state



The Big Picture

1944—Allies launch Normandy invasion on June 6; ballpoint pens go on sale; Congress passes the “G.I. Bill of Rights”

1945—U.S. uses atomic bombs on Hiroshima and Nagasaki, Japan; Second World War ends

1946—The Basketball Association of America, known as the National Basketball Association (NBA) since 1949 after its merger with the rival National Basketball League, is founded; the Philippines receives its independence from the United States

1946—Dr. Benjamin Spock writes a best-selling book called *Baby and Child Care*, a how-to book for parents; soap operas air on television for the first time; movies include “The Best Years of Our Lives,” “The Yearling,” and “It’s a Wonderful Life”

1946—U.S. has fewer than 17,000 television sets

1947—Microwave oven invented; Jackie Robinson breaks baseball’s color barrier by playing in the major leagues

supervisor of food production training.

**1941
CREATION OF THE POSITION OF STATE DIRECTOR OF VOCATIONAL EDUCATION AND 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 Gov. 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

Discussion Guide

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

1. 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?
2. 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?
3. How did agriculture and home economics divide the new money provided by the George-Reed Act in 1929? According to Goble, what did it mean?
4. How did the George-Deen Act significantly change the level and the form of federal spending for vocational education?
5. New to the George-Deen law was money to supplement teachers’ salaries and to train teachers for what form of vocational training?
6. 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?
7. What was one early effect of the Great Depression on vocational agriculture training in Oklahoma’s high schools?
8. What Oklahoma governor saved home economics from extinction by using money from his special contingency fund in 1943?
9. Why did, as Goble says, “nothing so became E.B. Nelms’ life in vocational education as did his leaving it”?
10. What was the “cross-section plan” of J.B. Perky in 1931?
11. According to Goble, why were Henry Bennett and J.B. Perky natural allies?
12. What move of “great political acumen” did J.B. Perky make in 1932?
13. What caused T&I to cut back its oil-related programs in the 1930s?
14. How were the FFA and FHO similar? How and why were they different?
15. How did Washington make Oklahoma “a special case,” according to Goble, in 1941?
16. 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?
17. 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?
18. How did the War Production Workers Program—administered through the trades and industries division—give vocational education “its finest hour”?
19. 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?
20. What changes took place in Oklahoma in the 1950s to make that decade possibly “the hinge upon which the state’s entire history turned”?

1947—Eero Saarinen designs the Gateway Arch (completed in 1965 in St. Louis), a lasting icon of modernism; Earl Silas Tupper patented the Tupperware seal; Chuck Yeager breaks the sound barrier in an X-1 rocket-powered research plane

1948—Congress passes Economic Cooperation Act approving funding to rebuild Western Europe (the Marshall Plan); President Harry S. Truman defeats New York governor Thomas Dewey

1948—Executive Order 9981, signed by Harry Truman, ends segregation in the U.S. military; Velcro® invented by George de Mestral; the Soviet Union blockades Berlin, Germany, trying to force the Allies out of West Berlin

1949—Cake mix is invented

The Big Picture



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.

**1947
FORMATION OF DISTRIBUTIVE EDUCATION CLUBS OF AMERICA**

Distributive Education Clubs of America—DECA—is formed at a convention of state organizations held in Memphis, Tennessee. Oklahoma becomes a charter member. (In 1943, the Association of Oklahoma Distributors Clubs was officially organized and recognized as the student organization associated with distributive education.)

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,



The Big Picture

1950—First credit card introduced; first organ transplant; Korean conflict begins; Wisconsin Sen. Joseph R. McCarthy claims possession of list of known communists in the U.S. State Department

1951—The 22nd Amendment to the Constitution establishes term limits for presidents; I Love Lucy premieres on CBS; The Catcher in the Rye is published

1951—Color TV & first commercial computer introduced

1952—Polio vaccine created; car seat belts introduced

1953—DNA discovered; armistice signed in Korean conflict

1954—Segregation ruled illegal in Brown v. Board of Education of Topeka; Swanson makes first frozen TV dinner

1955—AFL and CIO merge; McDonald's Corporation founded; Rosa Parks refuses to move to the back of the bus in Montgomery, Alabama

1950-1960s

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.

1954

CHARTERING OF FUTURE BUSINESS LEADERS OF AMERICA

Future Business Leaders of America—FBLA—was chartered in Oklahoma as a club for college-age students.

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 added 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 a 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, it 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 likely 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

1954—The Tournament of Roses Parade becomes the first event nationally televised in color; NBC airs The Tonight Show, hosted by Steve Allen

1955—Disneyland opens in Anaheim, California

1956—Elvis Presley appears on The Ed Sullivan Show for the first time.

1957—The Civil Rights Act of 1957 becomes the first civil rights legislation enacted by Congress since Reconstruction

1958—Jack Kilby invents the integrated circuit

1956—TV remote control invented; Velcro introduced; Federal-Aid Highway Act paves way for interstate highway system

1957—Soviet Union launches Sputnik satellite and Space Age

1958—Aluminum beverage can introduced; NASA founded

1960—Black college students stage a sit-in at a segregated Woolworth's lunch counter in North Carolina; lasers invented

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 had 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 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 Tulsa Public Schools. Over the next three years, other area schools opened in Oklahoma City, Ardmore, Duncan and Enid.

Discussion Guide

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

1. 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?
2. According to Goble, what did Sputnik symbolize?
3. 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?
4. How was the task of the new area schools division different from that of other divisions?

5. What were some of the changes that took place in Oklahoma between 1957 and 1967 that had an impact on vocational education?
6. What was OKIE supposed to mean on

the pins distributed by Gov. Dewey Bartlett?
7. Whom did Francis Tuttle hire as the first assistant state director?

The Big Picture

1960—Black college students stage a sit-in at a segregated Woolworth’s lunch counter in North Carolina; lasers invented

1961—Construction of Berlin Wall begins

1962—Cuban missile crisis; John Glenn becomes first US astronaut to orbit Earth

1963—President John F. Kennedy assassinated; Martin Luther King, Jr., gives “I Have a Dream” speech

1964—Food Stamp Act established; Congress passes Gulf of Tonkin Resolution allowing President to “take all necessary measures” to repel armed attack on U.S. forces in South Vietnam; Title VII of the Civil Rights Act establishes Equal Employment Opportunity Commission to enforce federal statutes prohibiting employment discrimination



1960s-1970s

In a stunningly short time, Oklahomans reinvented almost everything about their state’s vocational education—its mission, its organization, its governance, its funding, everything, even its name.

By pooling the resources of separate school districts, the combined vocational districts were able to accomplish more than any single district could conceive or the state by itself could fund. In fact, this innovative intergovernmental mechanism was what ended up giving Oklahoma’s vocational system a financial security unknown but not unenvied by every other state.

In November [1966], Dewey Bartlett is elected governor. Between his election and his inauguration in January 1967, Bartlett commits himself to becoming Oklahoma’s “job-gettingest” governor ever and resolves to make the state’s vocational education system a major force in his crusade for economic expansion.

--From Learning to Earn: A History of Career and Technology Education in Oklahoma.

1965

ORGANIZATION OF VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

The Vocational Industrial Clubs of America—VICA—was chartered for students in programs under the Division of Trades and Industries. (The name of the organization was officially changed to SkillsUSA-VICA in 1999.)

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



1965—New Farmers of America merges with Future Farmers of America; Medicare established under Social Security; racial violence in Selma, Alabama

1966—Child Nutrition Act launches the school breakfast program

1967—First Super Bowl; first heart transplant

1968—Martin Luther King, Jr., and Robert Kennedy assassinated; Warsaw Pact troops invade Czechoslovakia

1969—Neil Armstrong becomes first human to walk on the moon; ARPANET, the precursor to the internet, is created; Woodstock music festival; Concorde supersonic aircraft makes first test flight

1970—The first Earth Day is observed; The Beatles break up

1971—A ban on radio and television cigarette advertisements goes into effect in the United States; All in the Family premieres on CBS; the 26th Amendment is ratified, giving 18-year-olds the right to vote

The Big Picture

to levy up to five mills for capital construction and 10 more for operating expenses, subject to the approval of voters within each district.

The idea of vocational education programs designed to serve an area of a State rather than a single community found expression...in the National Defense Education Act [of 1958]. The purpose then was to train highly skilled technicians for fields necessary for the national defense; but the Vocational Education Act of 1963 specifies area schools with a larger purpose—to provide vocational education in the broad sense in which the act defines it. What the new act does is to provide funds for the construction of area schools—something that NDEA did not do.

—From The Vocational Education Act of 1963 (Report Number OE-80034), U.S. Department of Health, Education, and Welfare, 1965

**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. (Before the passage of SQ 434 in 1966, five area vocational-technical schools were formed that were a part of their public school districts: Tulsa Tech, Foster Estes—which would eventually become Metro Tech—Red River in Duncan, Southern Oklahoma in Ardmore and O.T. Autry in

Enid. While it is recognized that Tulsa was the first entity to form an area school in 1964, acting primarily through the Tulsa Public Schools, all five of these schools stuck their necks out to test the new concept of the area vo-tech 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 grouping. The new divisions had oversight for business and finance; manpower training; research, planning, and evaluation; educational services; and special services.

**1968
FORMATION OF OKLAHOMA CIMC**
Oklahoma established the

The Big Picture

1970—Kent State University student protests; Occupational Safety and Health Act places duties on employers and employees to assure safe working conditions; Hamburger Helper introduced

1971—VCR introduced; CAT scan invented; E-mail invented; pocket calculator invented

1972—M*A*S*H premieres; PONG, the first video game to have commercial success, is released

1973—Skylab is launched; Secretariat wins the Triple Crown in horse racing; Billy Jean King beats Bobby Riggs in the “Battle of the Sexes” tennis match; first MRI image published

1972—Watergate scandal begins; pocket calculator introduced; Congress passes Equal Rights Amendment

1973—Federal Hazardous Substances Act bans lead in paint; Wounded Knee reservation occupied by Native Americans

Curriculum and Instructional Materials Center to design, develop and disseminate instructional materials for vocational programs statewide. The hallmark of CIMC curriculum was its competency-based structure and its color-coded components. (The CIMC would operate for 50 years as an example of Oklahoma’s investment in quality instructional materials to support its vocational—later career and technology—education system.)

Not even ten years after... the CIMC opened its doors, Oklahoma already had established its primacy as a national resource for curriculum and instructional materials. That meant a lot — and a lot more than just prestige. It made Oklahoma a major player in a billion-dollar-a-year



business and a major influence where occupational training was presented anywhere by anybody.

--Danney Goble, Learning to Earn: A History of Career and Technology Education in Oklahoma

**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 were joined 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

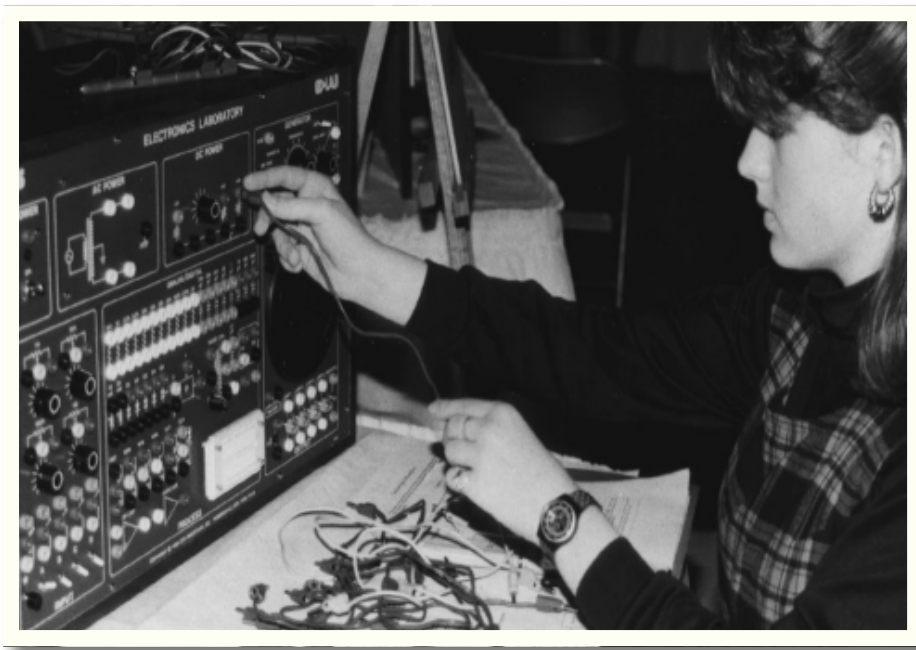
1974—Hank Aaron breaks Babe Ruth’s home run record; Beverly Johnson becomes the first black model on the cover of Vogue or any other major fashion magazine; girls allowed to play Little League baseball; UPC Bar Code is introduced

1974—President Richard M. Nixon resigns; self-adhesive stamps issued

1975—Microsoft founded; last U.S. troops leave South Vietnam

1976—Television miniseries Roots airs

1977—Star Wars in theatres; President Anwar Sadat of Egypt becomes first Arab leader to visit Israel



America Vocational Curriculum Consortium, a multi-state project to coordinate, develop, and distribute curriculum materials. Ann Benson, who joined the state staff as a curriculum specialist in 1973, directed the project during its first 10 years. (MAVCC remained a prominent source of curriculum for career and technology education nationwide for 40 years.)

**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, Oklahoma 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 multipurpose centers established within the area vocational-technical schools. 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 U.S. Department of Labor adopted it

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
FORMATION OF HEALTH
OCCUPATIONS STUDENT
ORGANIZATION**

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

**1975
MAVCC ORGANIZED**

Encouraged by the U.S. Office of Education, Oklahoma took the lead in organizing the Mid-

The Big Picture

1977—The Trans-Alaskan Pipeline opens; Apple II computer introduced; Atari launches video computer system game console; Radio Shack (Tandy) introduces the TRS-80

1978—First test-tube baby born

1978—"Garfield" comic strip debuts; Texas Instruments, Inc., introduces Speak & Spell, a talking learning aid for children aged 7 and up and the first electronic duplication of the human vocal tract on a single integrated circuit

1979—Sony introduces Walkman; hostage crisis in Iran; nuclear accident at Three Mile Island

1979—Margaret Thatcher becomes the first woman prime minister of Britain; Soviet troops invade Afghanistan; U.S. recognizes China; Visicalc is developed, automating the recalculation of spreadsheets

as a model for other states.

1976
VOCATIONAL EDUCATION RECOGNIZED FOR CONTRIBUTIONS TO STATEWIDE INVESTMENT AND JOBS

As a measure of vocational education's contributions to bringing new investments and jobs to Oklahoma, its various programs—the Training for Industry projects in particular—were credited with being major factors in the year's increase of \$58,471,000 in capital investments in Oklahoma and the addition of 2,672 new jobs for its people.

1978

AIASA

The American Industrial Arts Student Association was established with Oklahoma as one of the first state associations. (AIASA would become TSA in 1988.)



Discussion Guide

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

1. What was the significance of Oklahoma voters' approval of State Question 434 in May 1966?
 2. Why were the Vocational Education Amendments of 1968 "a landmark in federal

law for vocational education"? What five new divisions were created as a result?
 3. What was the purpose of the trip to South Carolina? What made South Carolina's vocational system stand out? What was

the "common lesson" that resulted?
 4. What happened on July 1, 1968? Why was it important?
 5. According to Francis Tuttle, what was the most significant factor in the development of vocational

education programs in Oklahoma?
 6. As Goble describes it, what contributed to an "evolutionary eruption" in Oklahoma's vocational system?
 7. How did Oklahoma improve upon South

Carolina's model?
 8. How did the emergence of the two-year colleges help to remake higher education and vocational education in Oklahoma?

1980—Ted Turner establishes CNN; Mount St. Helens volcano erupts

1981—IBM introduces the personal computer; HIV/AIDS discovered; Columbia space shuttle becomes first reusable manned spacecraft; MTV debuts

1982—Computer named “Machine of the Year” by TIME magazine; Lotus introduces user-friendly spreadsheet software; Job Training Partnership Act is enacted; compact discs hits consumer market; Falkland War between Britain and Argentina

1983—U.S. forces land on Grenada; Chrysler introduces the minivan

1984—Macintosh computer with mouse is launched

1985—Coca Cola launches New Coke; first approval to sell a genetically altered organism

The Big Picture



1980s-1990s

It was not much longer before the state’s top political and economic leaders were crediting the refashioned vocational system, especially its TIP projects, for doing more to bring jobs to Oklahoma than anything the state had done since there had been a state, since 1907.

Jim Perky, Francis Tuttle, Roy Peters, Ann Benson—of course, she was the first woman to hold the director’s job, but by 1999 that fact may have been more incidental than anything else. At least, it may have been incidental with the Oklahoma Department of Vocational and Technical Education, for that was about the only

species of education in Oklahoma in which gender tended to be insignificant, if not irrelevant.

--From Learning to Earn: A History of Career and Technology Education in Oklahoma.

1981 EXPANSION OF FHA TO FHA/HERO
The Oklahoma chapters of the Future Homemakers of America expanded to include HERO—Home Economics Related Occupations—chapters.

1985 PETERS NAMED STATE DIRECTOR
Francis Tuttle retired after 18 years as state director. During his tenure, vocational enrollments reached over 200,000 and the system grew into a network of 25 districts with 41 sites statewide. Roy Peters was named state director.

1985 STATE AGENCY LAUNCHES TESTING CENTER
The state CareerTech agency inaugurated a Testing Division—later named the CareerTech Testing Center. The mission of the CTTC is to provide standards and assessments for vocational education programs. The CTTC also partners with state

agencies to develop and deliver examinations required for certifications and licensures. The agency testing staff developed a series of duty-task lists that became a hallmark of their work in the years before national standards and the internet.

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

The Big Picture

1986—"The Phantom of the Opera" premieres in London

1987—New York Stock Exchange experiences drop of over 500 points on "Black Monday"; Gorbachev launches "glasnost" and "perestroika" campaign

1988—First transatlantic fiber-optic cable installed

1989—Berlin Wall comes down; 80 nations agree to stop producing ozone-damaging CFC's; Tiananmen Square in Peking (Beijing)

1990—Americans with Disabilities Act establishes clear and comprehensive prohibition of discrimination on basis of disability; Hubble telescope launched; World Wide Web invented

1991—The Soviet Union is dissolved; Gulf War; President de Klerk announces abolition of apartheid laws in South Africa



education as a separate program administered through the educational system. The reform initiatives of Tech Prep and the integration of academic and vocational instruction were continued, and the requirements of the act were streamlined and simplified.

1986 DEVELOPMENT OF BID ASSISTANCE NETWORK

The state agency oversaw the development of 21 bid assistance centers to help Oklahoma businesses compete for federal government contracts. The centers were located at area vocational-technical school sites statewide.

1988 STATE AGENCY ORGANIZES TO CONNECT BUSINESSES TO FEDERAL RESEARCH AND TECHNOLOGY OPPORTUNITIES

The state agency added a Small Business Innovation Research program to help Oklahoma's technology-oriented firms compete for federal research and development funds. A new Technology Transfer Network connected state companies directly to federal laboratories and assured them access to resources available from several federal agencies.

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 startup funds—\$1.7 million—for its school-to-work system. In 1998, the Oklahoma 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

Discussion Guide

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

According to author Danney Goble, "If Oklahoma's TIP projects outdid other states in attracting new employers, even they were no match for what Oklahoma did on behalf of its existing businesses and industries." What did Oklahoma do for its existing businesses and industries?

1992—Ben Nighthorse Campbell (Colorado) elected first Native American member of the Senate

1993—NAFTA approved; Family & Medical Leave Act mandates that employers provide unpaid time off for worker and family medical purposes; Slovakia separates from Czechoslovakia

1994—Northridge earthquake in California; Nelson Mandela becomes President of South Africa

1995—Murrah building bombing in Oklahoma City

1997—Dolly the sheep is cloned; Pathfinder sends back images of Mars; Tiger Woods becomes the youngest golfer to win the Masters at age 21

1998—Explosive growth of the Internet begins

1999—Euro becomes new European currency; fear of Y2K bug; world population reaches 6 billion

The Big Picture

1993

STRATEGIC PLANNING INITIATIVES AND TRAINING

In the early 1990s, a major focus of industry training was on quality principles and strategic planning. The BIS/ACD staff at the state agency were major providers of this training to industry clients. The entire agency staff also participated in a quality improvement process. The CIMC developed a related instructional resource in 1993 titled, *Strategic Management for Business: A Process for Design and Implementation*.

1999

BENSON SUCCEEDS PETERS AS STATE DIRECTOR

Roy Peters resigned as state director in 1999. During his tenure as director, total vocational enrollments more than doubled. Dr. Ann Benson succeeded Peters as state



director, having joined the state staff as a curriculum specialist in 1973. 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. She was the first woman to hold the state director's job.

1999

STATE AGENCY LAUNCHES "SKILLS TO REBUILD" EFFORT

After a series of tornadoes struck across the state on the evening of May 3, the state agency prepared and presented a comprehensive "Skills to Rebuild" curriculum through 13 of the area vocational-technical schools. The classes were intended to equip people with the skills they needed to repair their own homes and businesses.

1999

FHA BECOMES FCCLA

Voting delegates approved the proposed name change to Family, Career and Community Leaders of America at the National Leadership Meeting in Boston, Massachusetts.



The Big Picture

2000—Millennium celebrations take place; last original Peanuts comic strip is published; first meeting between Presidents of North and South Korea

2001—Oklahoma City bombing museum is dedicated at the Oklahoma City National Memorial Center; Enron files for Chapter 11 bankruptcy; September 11 terrorist attacks; U.S. attack on Afghanistan begins

2002—Women's earnings in the U.S. average 78% of men's; more than one in eight people in the U.S. are of Hispanic origin; Euro banknotes and coins become legal tender in 12 member states of the European Union

2000-2020

2000 CHANGING OF “VOCATIONAL” TO “CAREER AND TECHNOLOGY” EDUCATION WITH HOUSE BILL 2128

Gov. 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 30 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 CHANGE FROM FBLA TO BPA

Oklahoma FBLA programs became affiliated with Business Professionals of America.

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 13 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 BERKENBILE NAMED STATE DIRECTOR AND 500,000 TOTAL ENROLLMENTS REACHED

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.)

2004 OKLAHOMA LOTTERY INITIATIVE

In 2004, Oklahoma voters approved two state questions that created the Oklahoma Lottery Commission and the Oklahoma Lottery Trust fund to help support education. Lottery tickets first went on sale in Oklahoma in 2005. Since 2006, Oklahoma CareerTech has received a percentage of the Oklahoma Lottery Education Trust Fund. The majority of this money provides additional funding for computers and other equipment for technology centers and comprehensive schools. Approximately 10 percent of the lottery money CareerTech receives

funds scholarships for staff professional development. As of 2018, the lottery had raised nearly \$900 million for the state’s educational system.

2004 PASSAGE OF STATE BILL 1271

The Oklahoma legislature passed State Bill 1271, which authorized technology centers to hire certified instructors to teach math and science (including calculus and physics) for pre-engineering, biomedical science, and biotechnology students. In addition, CareerTech partnered with the Oklahoma State Regents for Higher Education to launch the Cooperative Alliance Program, which allowed high school students to earn college credit toward science degrees by completing courses at technology centers or colleges.

2005 LAUNCH OF OKLAHOMA HORIZON

In cooperation with the Oklahoma Department of Agriculture, Food and Forestry, the CareerTech state agency began producing the television program “Oklahoma Horizon,” which focused on agriculture, economic development, and training and education for career success. The weekly 30-minute show aired for 12 years on OETA channels in multiple time slots. The “Oklahoma Horizon” staff ceased production in June 2017, largely due to statewide budget cuts that affected all state agencies.

2003—U.S.-led invasion of Iraq; space shuttle Columbia breaks apart during re-entry over Texas; UK lab confirms the presence of BSE in samples taken from a cow in Washington state, prompting several countries to announce a ban on the importation of U.S. beef

2004—Dedication of World War II Memorial in Washington, DC; SpaceShipOne is the first privately-funded spaceplane to achieve spaceflight; rovers Spirit and Opportunity land on Mars, find evidence of past water; Facebook launches

2005—Hurricane Katrina hits Gulf Coast

2006—U.S. swimmer Michael Phelps wins his eighth gold medal at the Summer Olympic Games in Beijing; U.S. population reaches 300 million; global financial crisis hits; Twitter launches

2006 PERKINS ACT INCLUDES CTSO ACTIVITIES AS ALLOWABLE USE OF FUNDS

The 2006 Perkins Act, an updated version of earlier Perkins laws passed in 1998, 1990, and 1984, provided resources to secondary and postsecondary career and technical education programs to support innovation and program improvement. The Perkins Act specifically includes career and technology student organization activities as an allowable use of funds at the state and local level. Local uses of funds for supporting career and technical student organizations can include “student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula” (Carl D. Perkins Career and Technical Education Act of 2006, as amended through P.L. 116-6, enacted February 15, 2019).

2010 STATE AGENCY ADAPTS DURING ECONOMIC DOWNTURN

After several years of declining state revenue, the state agency began to adjust priorities and tighten its belt. In spite of the oil boom that occurred from around 2008 to 2015, Oklahoma public school funding faced a 24 percent budget reduction during that time. As one of many cost-cutting measures, CareerTech’s Service Center and Warehouse divisions merged to increase efficiency. An early retirement incentive followed by

a reduction in force resulted in 30 fewer full-time employees.

2012 PARTNERSHIP WITH OKLAHOMA MILITARY CONNECTION

Oklahoma Military Connection places civilian employers in contact with Oklahoma Transitioning military, veterans, service members, and their families. It is a cooperative effort among the following:

- Oklahoma Employment Security Commission.
- Office of Workforce Development.
- Oklahoma Department of Career and Technology Education (CareerTech for Vets).
- Oklahoma Military Department (Employment Coordination Program).
- Citizen Soldier for Life.

2013 SOMMERS NAMED STATE DIRECTOR

Following Dr. Berkenbile’s retirement, in April 2013, the CareerTech Board named Dr. Robert Sommers the agency’s seventh director. Governor Mary Fallin also named him the state’s secretary of education and workforce development. Sommers placed digital delivery as a priority for the CareerTech system. He facilitated a mini-reorganization of the agency, in addition to strategic planning and performance-improvement efforts. After serving as state director for 16 months, Dr. Sommers returned to his home state of Ohio.

2014 ADDITION OF ADULT BASIC EDUCATION

The state legislature moved the Adult Education-Lifelong Learning grant to the Oklahoma Department of Career and Technology Education. The federal Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act provides supplemental funds to help adults become employable, productive citizens through the following:

- Adult basic education.
- High school-level courses for GED students.
- English as a second language.
- U.S. citizenship classes.
- English language literacy.
- Civics education.



The Big Picture

2007—iPhone debuts
2008—Barack Obama elected as the 44th President of the United States and the first African-American president

2010—BP’s Deepwater Horizon oil platform explodes into Gulf of Mexico; Pinterest and Instagram launch; iPad released

2011—Osama bin Laden killed in Pakistan by U.S. special forces; the 30-year-old Space Shuttle program ends; Snapchat launches

2012—The 1893 painting The Scream by Edvard Munch sells at auction for \$120 million; Nevada grants Google the first licenses for driverless cars; American biochemist Jennifer Doudna and French microbiologist Emmanuelle Charpentier developed CRISPR-Cas9, a method for editing genes; Kodak files for bankruptcy

2015 LAUNCH OF OKCAREERGUIDE.ORG WEBSITE

The website is a partnership among the Oklahoma Department of Career and Technology Education, CareerTech for VETS, Oklahoma Works and Kuder Connect 2 Business. The website offers the following:

- Education and planning resources and guidance for middle school, high school, postsecondary, and adult students.
- Career transition information for veterans.
- Resources for parents, teachers and school counselors.
- Opportunities to target businesses and other potential employers.

2015 MACK NAMED STATE DIRECTOR

Dr. Marcie Mack, state director of the Oklahoma Department of Career and Technology Education, became the eighth state director in 2015. She had served as the deputy state director/chief operations officer and the interim state director for the department. Prior to coming to CareerTech, she served in various capacities at Autry Technology Center

in Enid. Under her leadership, the CareerTech System implemented multiple advancements to meet the changing needs of the environment with maintained focus on continuous improvement to ensure the work of CareerTech remains the cornerstone for workforce development in the state. Dr. Mack created statewide advisory committees with business and industry leaders, students, educators and military personnel. She continued to advance the system’s mission in the midst of state economic challenges through partnerships with various entities.

2015 CAREERTECH COURSES APPROVED FOR ACADEMIC CREDIT

The Oklahoma Department of Career and Technology Education received approval to count several Project Lead The Way courses as math and science academic credits in the Achieving Classroom Excellence College Preparatory/Work Ready Curriculum and the Oklahoma’s Promise scholarship program. Courses that were approved for academic credit are digital electronics (math); principles of biomedical science, human body systems, biomedical innovations,

medical interventions, biotechnical engineering and aerospace engineering (science); and computer integrated manufacturing and computer science and software engineering (computer education). The approval resulted from cooperation among the state CareerTech agency, the Oklahoma State Department of Education and the Oklahoma State Regents for Higher Education.

2017-2018 HIGH SCHOOL ENROLLMENT REACHES MILESTONE

Nearly half (86,131) of Oklahoma ninth- through 12th-grade students were enrolled in CareerTech classes in FY2018.

2019 CAREERTECH NAMED TO ENERGY WORKFORCE CONSORTIUM

State energy industry representatives create the Oklahoma Energy Workforce Consortium to ensure that a talented and highly skilled workforce is ready to meet the growing demands of a top Oklahoma industry. A goal of the consortium is to develop a career cluster for energy to make Oklahoma students more aware of the energy industry and the career paths available

Discussion Guide
Refer to Learning to Earn: A History of Career and Technology Education in Oklahoma.

What became official on May 19, 2000, and the signing of House Bill 2128 into law?

What challenges do you think will face the Oklahoma CareerTech System in the next three years? In the next 10 years?

2013—Due to the growing success of online streaming services, the phrase “binge watching” becomes part of the vernacular; Grumpy Cat and Kid President go viral; the game Candy Crush attracts 46 million players monthly

2015—Millennials surpassed Baby Boomers as the largest generation in the U.S.

2016—The Chicago Cubs won their first World Series title since 1908

2017—A solar eclipse traversed the lower 48 states; TikTok launches

The Big Picture

to them in energy. Gov. Kevin Stitt also tasked the Oklahoma CareerTech System with creating a strategic emphasis on educating and training the next generation of the state’s energy workforce.

2019 CAREERTECH SYSTEM BUDGET REQUEST FOCUSES ON ELIMINATING STATE SKILLS GAP

The state agency’s appropriations request for fiscal year 2020 targeted narrowing Oklahoma’s skills gap through a proposed funding increase to allow CareerTech to achieve the following:

- Fund more than 130 unfunded programs and provide for 90 new programs to be added to K-12 CareerTech offerings.
- Add 12 new programs in state correctional facilities that would serve 500 to 600 more inmates.
- Increase Training for Industry Programs by 10 percent to more than 3,200 enrollments.
- Increase customized training by 10 percent to almost 300,000 enrollments.
- Increase certifications/ credentials annually by 5 percent, adding almost 2,400 more during three years.



2020 STATE CAREERTECH SYSTEM RESPONDS TO COVID-19 PANDEMIC

With the COVID-19 outbreak, the state CareerTech system responded to safeguard the health of its students, employees, partners, and the public. Agency and technology center leadership implemented specific measures to help mitigate the known and potential risks, in line with directives issued by Gov. Kevin Stitt and guidance provided by state and national public health

authorities. These measures included implementing telework processes for agency and school employees, canceling or rescheduling events as appropriate, moving instruction to online platforms, and pursuing opportunities to proactively address the unique needs of partners and stakeholders statewide, among many other measures. A hallmark of the CareerTech System’s response was its flexibility in supporting the safer-at-home efforts of all Oklahoma residents.



*career***tech**

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