

METRO TECH
ACCREDITATION
APPLICATION
2025



Glossary of Terms and Abbreviations

Organizational charts

Listing of Instruction, Training & Service Offerings

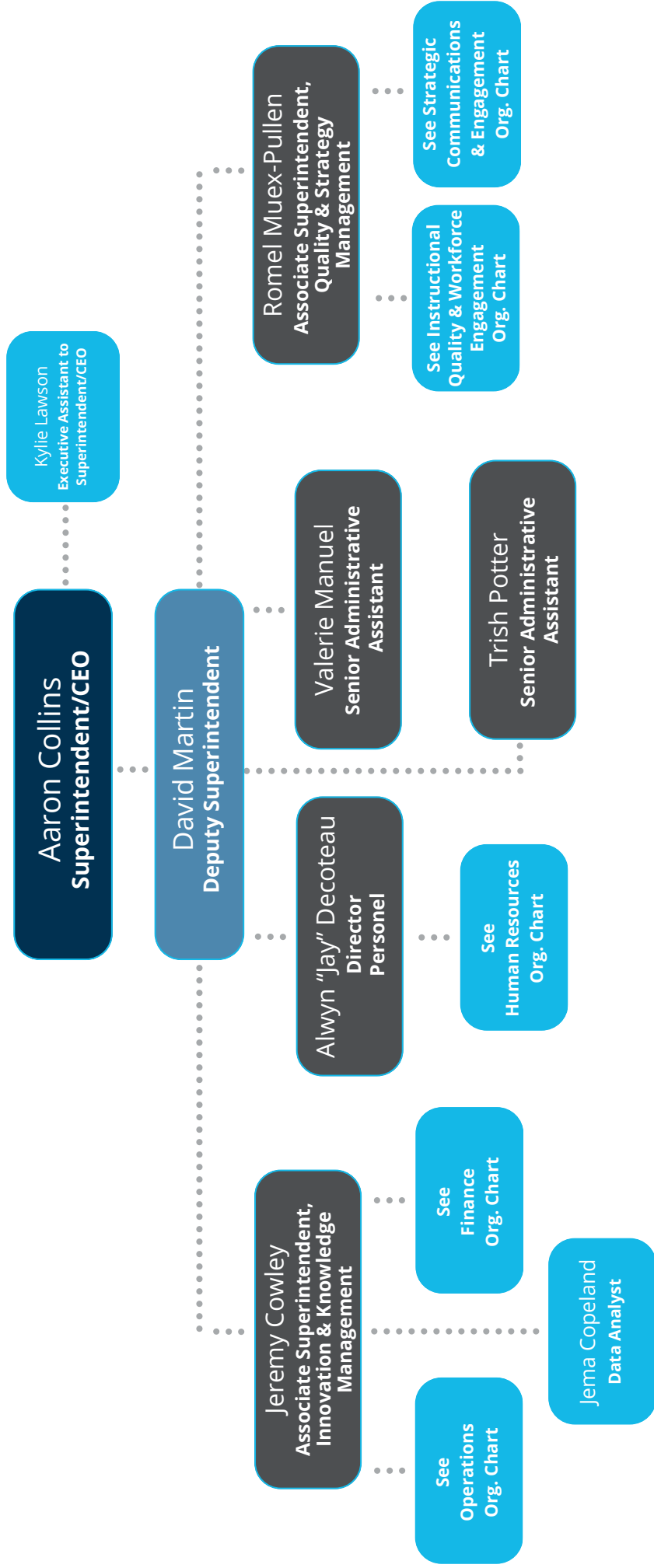
Technology Center Overview	1-5
Standard 1	7-13
Standard 2	14-18
Standard 3	20-31
Standard 4	32-35
Standard 5	36-41
Standard 6	42-53
Standard 7	54-57

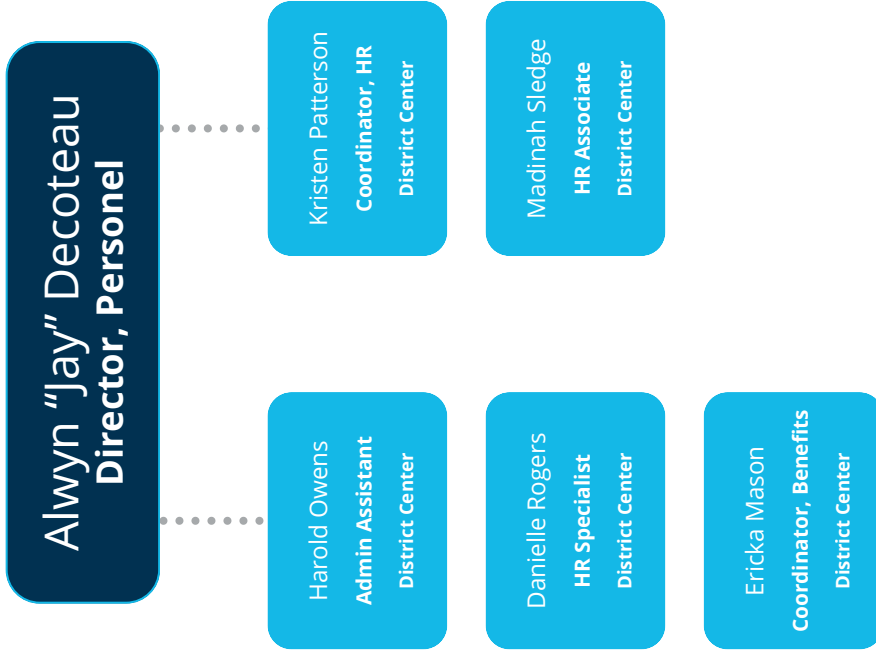
AC	Aviation Campus
ACD	Adult and Career Development
AdC	Advisory Committee
ACTE	Association for Career & Technical Education
ACCUPLACER	Test and resources for student readiness
ADA	American Disabilities Act
AED	Automated External Defibrillator
AEFL	Adult Education and Financial Literacy
AHA	American Heart Association/CPR
AFT	American Federation of Teachers
aPDSA	align Plan-Do-Study-Act
APE	Advanced Placement Exams
APEX Accelerator	Technical assistance for business success
ARPA	American Rescue Plan Act
ASCA	American School Counselor Association
AssetTiger	Online Asset Management Service
ASVAB	Armed Services Vocational Aptitude Battery
ATC	Automotive Technology Center (South Bryant Campus)
BIS	Business and Industry Services (includes ACD)
BOE	Board of Education
BP	Board Policy
BPA	Business Professionals of America
BTC	Business & Technology Center (Springlake Campus)
CC	Core Competencies
CDA	Child Development Associate
CDL	Commercial Driver's License
CFR	Code of Federal Regulations
CIS	Curriculum & Instructional Support department
CMA	Certified Medication Aide
CMS	Client Management System
CNA	Certified Nurse Aide
COE	Code of Ethics
COOP	Continuity of Operations Plan
CPR	Cardiopulmonary Resuscitation
CEO	Superintendent/Chief Executive Officer
CLEET	Council on Law Enforcement Education and Training
CQI	Continuous Quality Improvement

CRM	Customer Relationship Management system
CTE	Career and Technical Education
CTSO	Career and Technology Student Organization(s)
CTIMS	Career Tech Information Management System
CV	Core Values
DBC	Downtown Business Campus
DC	District Center (Springlake Campus)
D.I.C.E.	District Involvement in Community Events
DOT	Department of Transportation
DRS	Department Rehabilitation Services
D2L	Desire 2 Learn online platform
EAP	Emergency Action Plans
EDExpress	software that processes and manages Title IV student financial aid records
EdPlan	Student success platform
EEOC	Equal Employment Opportunity Commission
EMT	Emergency Medical Technician
Enrole	Registration and course management software
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESL	English Second Language
ESRA	Environmental Safety and Regulatory Affairs
ESS	Enrollment and Student Services department
EWD	Economic Workforce Development
FA	Financial Aid
FAA	Federal Aviation Administration
FCCLA	Family Career Community Leaders of America
FEMA	Federal Emergency Management Agency
FERPA	Family Education Rights and Privacy Act
FMLA	Family Medical Leave Act
Frontline	Professional growth software – tracking and evaluation
FT	Full Time
FTP	Full Time Programs
FTE	Full Time equivalent or full-time equivalency
FY	Fiscal year is the school/operational year from July 1 through June 30
GCN	Global Compliance Network
GED	General Education Development test
GFCI	Ground Fault Circuit Interrupter
GPTW	Great Places to Work

HAZCOM	Hazard Communication
HCC	Health Careers Center (located on the Springlake Campus)
HOSA	Health Occupations Students of America – Future Health Professionals
HR	Human Resources department
HVAC	Heating, Ventilation and Air-Conditioning
ICAP	Individual Career Academic Plan
ICS	Incident Command System
IDEA	Individuals with Disabilities Education Act
IE	Instructional Excellence
IEP	Individual Education Plan
Innovation Hubs	Quarterly meetings to engage staff in process improvement
ITS	Information and Technology Services
JSA	Job Safety Analysis
KALMS	Knowledge and Learning Management System (also MT's intranet)
LiveSafe	Mobile app - risk intelligence & emergency notification system
LMS	Learning Management Systems
LOTO	Lockout/Tagout
MAT	Medication Administration Technician
McRel	Leader evaluation system
MERC	Medical Emergency Response Center
MetroBLUE	Bolstering Leadership Understanding & Excellence (leadership development)
MOU	Memorandum of Understanding
MT	Metro Tech
MVV	Mission, Vision and Values
NIMS	National Incident Management System
NINJIO	Cybersecurity awareness training
NCR	Non-Conformance Report
NIST	National Institute of Standards & Technology
OCAS	Oklahoma Cost Accounting Systems
OSCC	Oklahoma City Community College
OCFD	Oklahoma City Fire Department
OCPD	Oklahoma City Police Department
ODOL	Oklahoma Department of Labor
OEM	Original Equipment Manufacturer
ODCTE	Oklahoma Department of Career and Technology Education
OFI	Opportunity for Improvement
OJT	On-the-Job Training
OKACTE	Oklahoma Association of Career and Technology Education

OSBE	Oklahoma State Board of Education
OSDE	Oklahoma State Department of Education
OSBCTE	Oklahoma State Board of Career and Technology Education
OSHA	Occupational Safety & Health Administration
OSSBA	Oklahoma State School Board Association
OSSI	Oklahoma School Security Institute
OTRS	Oklahoma Teachers Retirement Service
PD	Professional Development
PDSA	Plan, Do, Study, Act
PEOSH	Public Employees Occupational Safety and Health
PLA	Prior Learning Assessment
PLC	Professional Learning Community
PLTW	Project Lead the Way
RMRS	Regional Medical Response System
SA	Site Administrators
SBC	South Bryant Campus
SIS	Student Information System
SkillsUSA	Workforce development organization for students
SMART	Goals that are Specific, Measurable, Attainable, Relevant and Time-bound
SMS	Student Management System
SPL	Springlake Campus
SPP	Strategic Planning Process
SRP	Standard Response Protocol
SSAC	Superintendent's Student Advisory Council
ST	Short Term
TANF	Temporary Assistance to Needy Families
TCTW	Tech Centers That Work
TSA	Technology Student Association
VA	Veteran's Affairs
Vision 2025	Strategic plan
WBL	Work-Based Learning
WED	Workforce and Economic Development
WorkKeys	System of assessments, curriculum and skills profiling (ACT/WorkKeys)
504	Plan outlining accommodations/supports for students with a disability





Jessica Martinez-Brooks

Senior Director

Strategic Communication & Engagement

Phil Carlton

Manager

Marketing & Communications

Tirisa Edwards
Coordinator,
Marketing
Downtown Business
Campus (DBC)

Konnor King
Audio/Visual
Producer
Downtown Business
Campus (DBC)

Carson Osborne
Coordinator,
Project Management
& Events
Downtown Business
Campus (DBC)

Cory Salazar
Coordinator,
Graphic Designer &
Brand
Downtown Business
Campus (DBC)

Lee Price
Coordinator,
Website Management
& Digital Graphics
Downtown Business
Campus (DBC)

Jenni Sanchez
Admin Specialist
Downtown Business
Campus (DBC)

Ashley Cowart
Coordinator,
Media Relations
Downtown Business
Campus (DBC)

Valerie McMurry

Director

Wellness & Outreach

Rhonda Wright
Project Manager
Wellness

Cherrisa Milton
Wellness Coordinator
Wellness

Nadia Smith
AM Receptionist
Wellness

Erron Dudley
PM Receptionist
Wellness

Tessa Martin

Director

Conference Services

Kakio Richardson
Audio Visual Manager
District Center

Carmen Muinde
Coordinator
District Center

Zach Hurley
Audio Visual Technician
District Center

Sierra Marcus
Hospitality Specialist
District Center

Destiny Johnson
Admin Specialist
District Center

James Dixon
Conference Room
Attendant
District Center

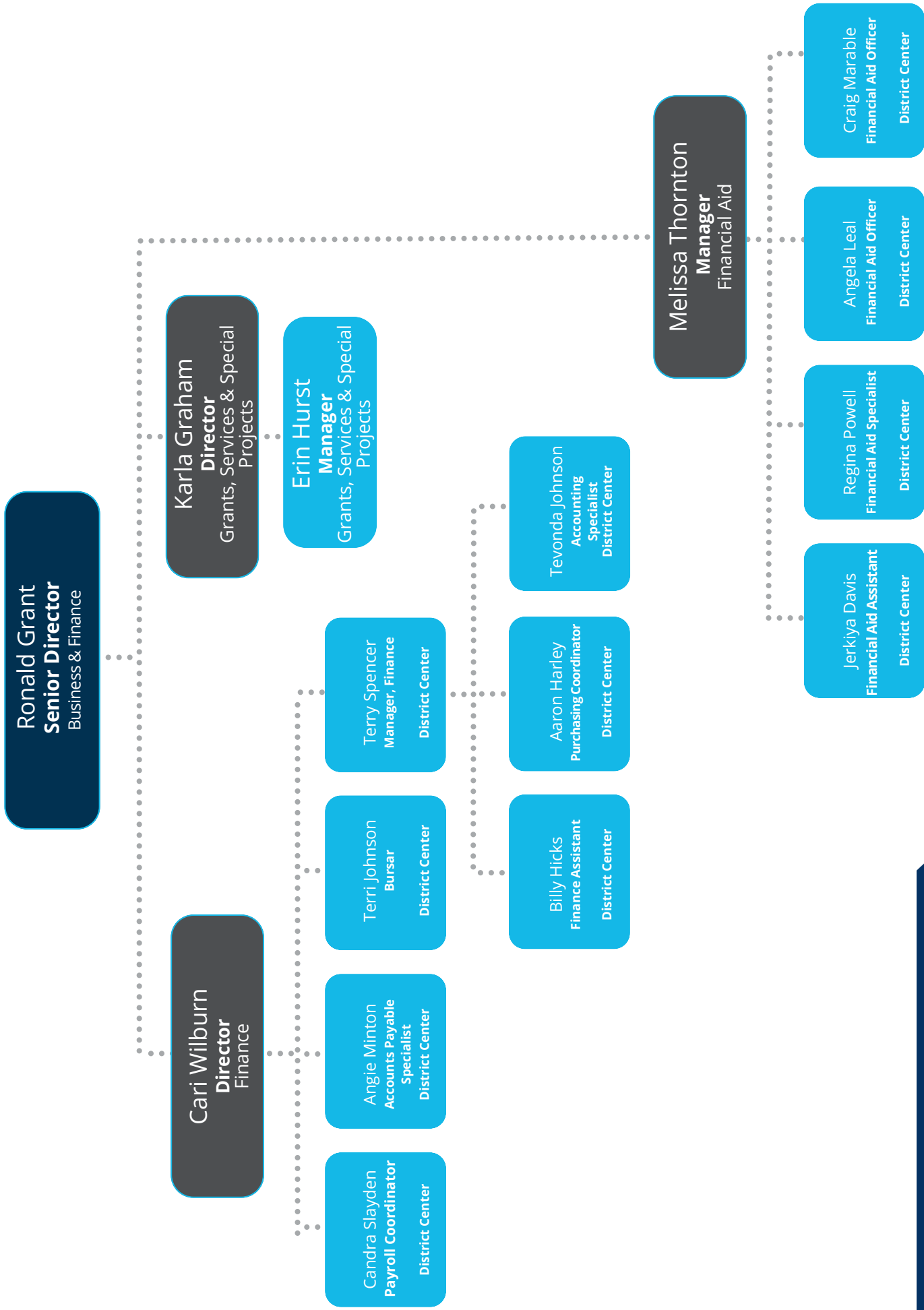
Christian Patterson
Conference Room
Attendant
District Center

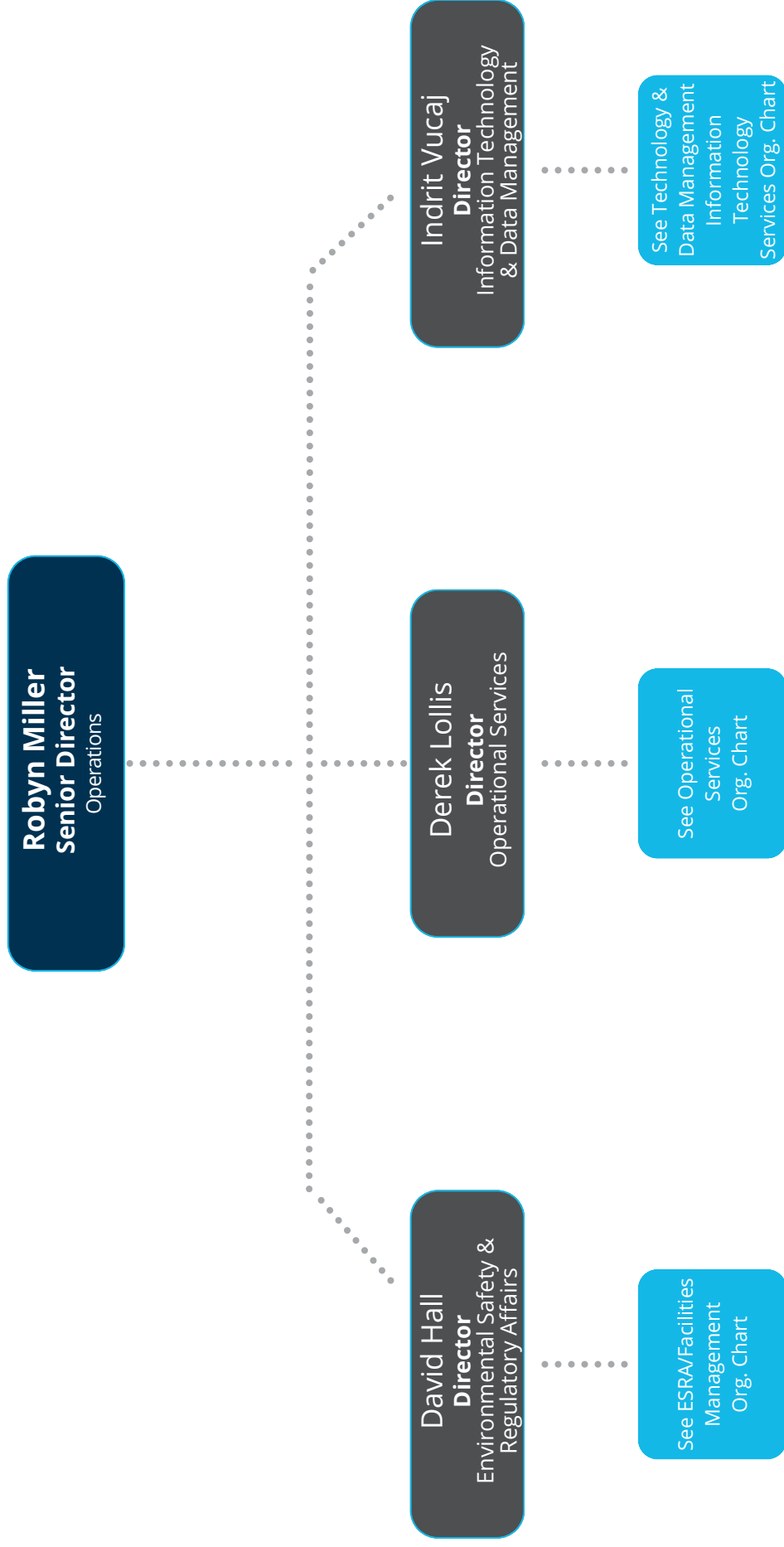
Oscar Manriquez
Conference Room
Attendant
District Center

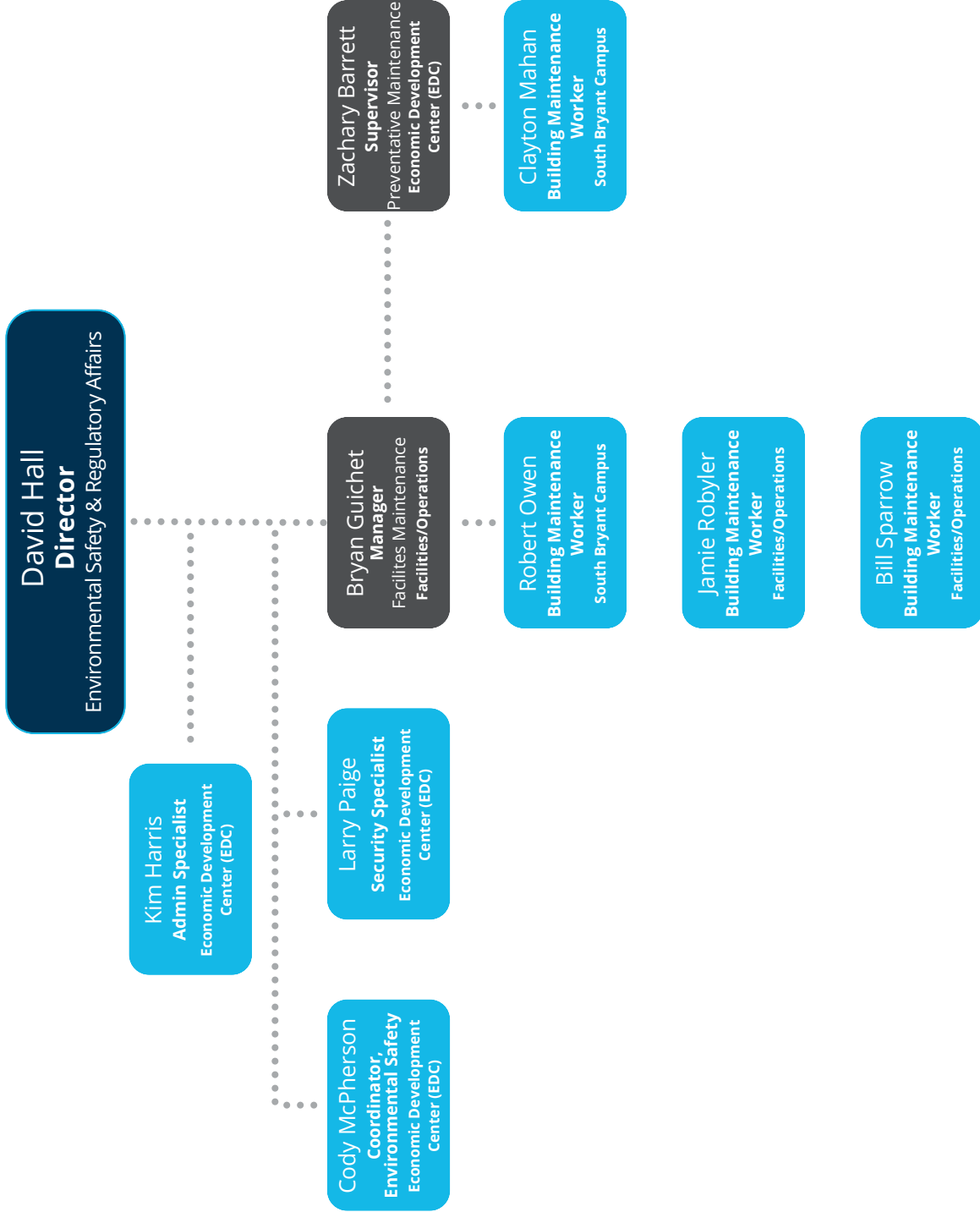
Betty Kemp
Receptionist
District Center

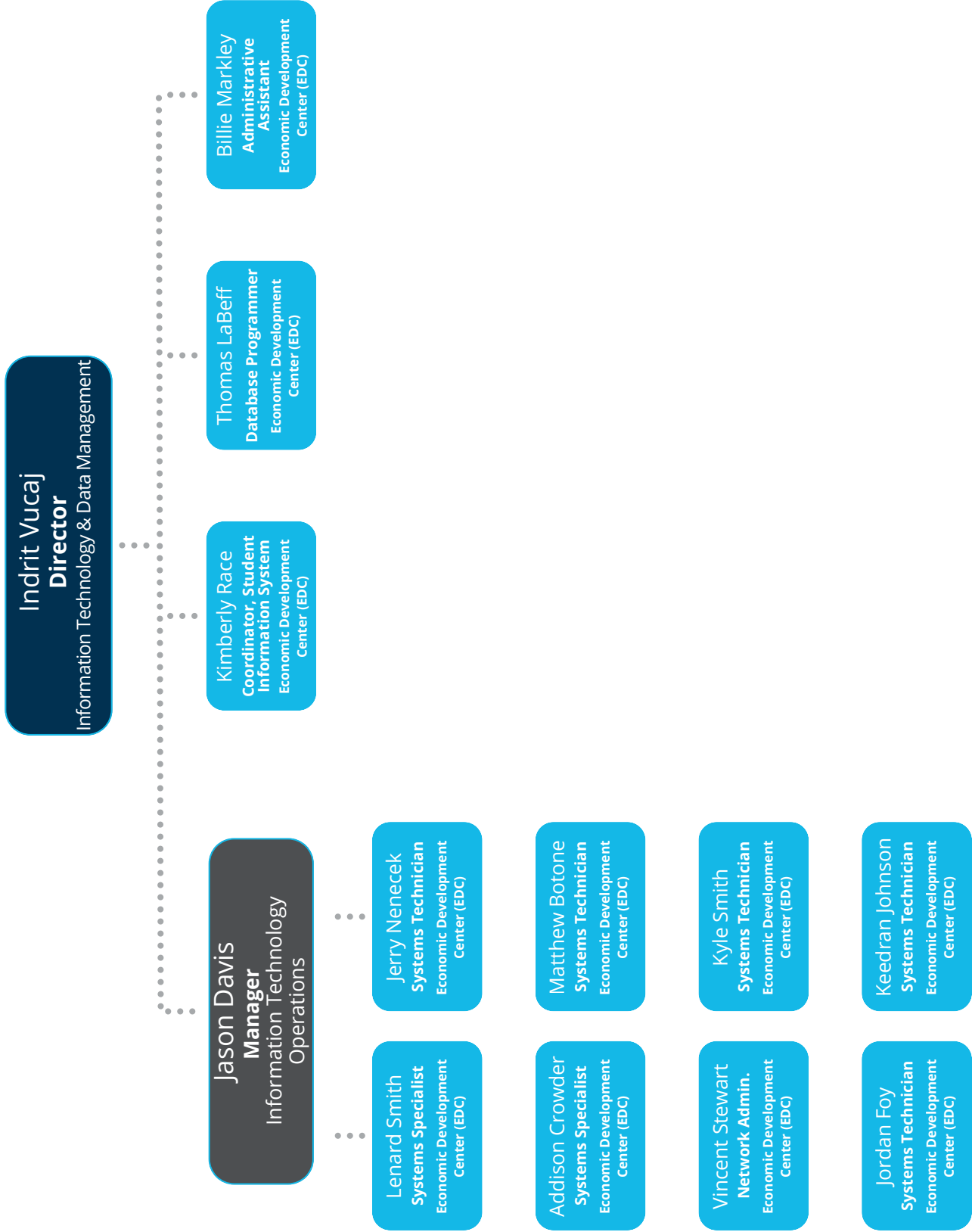
Ericka Love
Receptionist
District Center

Gloria Brown
Evening Receptionist
District Center









Derek Lollis
Director
Operational Services

Crystal Freeman
Admin Specialist
Facilities

Crystal Scott
Supervisor
Transportation Specialist

Ronald Hearn
Supervisor
Inventory, Warehouse and Grounds

Temieke Chatman
Supervisor
Custodians

Charles Gordon
Fleet Specialist
Transportation

Nigel Hileman
Bus Driver
Transportation

Brad Wynn
Bus Driver
Transportation

JoAnn Minter
Admin Specialist
Warehouse

Eric Riggs
Warehouse/
Groundskeeper
Warehouse

Clinton Hill
Mechanic
Transportation

Pam Davidson
Bus Driver
Transportation

Vacant
Bus Driver
Transportation

Tracy Smith
Courier
Warehouse

Jim Cardoni
Warehouse/
Groundskeeper
Warehouse

Terry Hankins
Lead Bus Driver
Transportation

Brad Canham
Bus Driver
Transportation

Moty Childs
Bus Driver
Transportation

Deymon Edwards
Courier
Transportation

Darrion Featherstone
Warehouse/
Groundskeeper
Warehouse

Deanna Brunken
Bus Driver
Transportation

Darrin Fitz
Bus Driver
Transportation

Jerry Lambert
Bus Driver
Transportation

Rodney White
Bus Driver
Transportation

Benjamin Staats
Warehouse/
Groundskeeper
Warehouse

Bill Looney
Bus Driver
Transportation

George Taylor
Bus Driver
Transportation

Leroy Cargle
Bus Driver
Transportation

Alphonso Gomez
Bus Driver
Transportation

Kennard Lee
Warehouse/
Groundskeeper
Warehouse

Dontae Branch
Custodian
Facilities/Operations

Michael Fullbright
Custodian
Facilities/Operations

Richard Powell
Custodian
Facilities/Operations

Christopher Roland
Custodian
Facilities/Operations

Joyce Swanegan
Custodian
Facilities/Operations

Nyree Williams
Custodian
Facilities/Operations

Tim Maples
Custodian
Facilities/Operations

Craig Riggs
Custodian
Facilities/Operations

Lavetta Winrow
Custodian
Facilities/Operations

Martin House
Custodian
Facilities/Operations

Eric Hect
Custodian
Facilities/Operations

Tracy Mahler
Custodian
Facilities/Operations

Jo Vance
Custodian
Facilities/Operations

Tony Turman
Custodian
Facilities/Operations

Marsha Berg
Custodian
Facilities/Operations

Jerry Obrien
Custodian
Facilities/Operations

Karrie Davis
Custodian
Facilities/Operations

Martha Rubio
Custodian
Facilities/Operations

Clifton Howard
Custodian
Facilities/Operations

Kayleen Wichert
Senior Director

Instructional Quality & Workforce Engagement

Michele Sanders
Dean of Instruction

See Dean of
Instruction
Org. Chart

Casey Rainbolt
Director

Economic & Workforce Development

See Economic
& Workforce
Development
Org. Chart

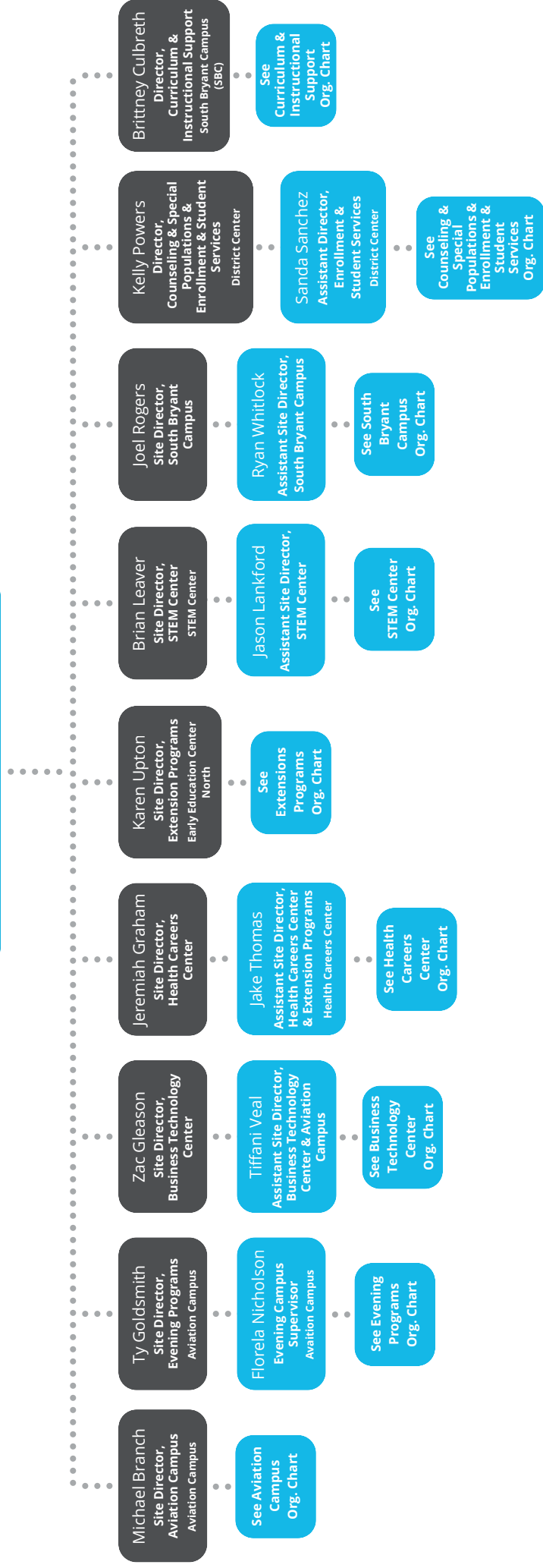
Casey Rainbolt
Director
Economic & Workforce Development

TBD
Assistant Director



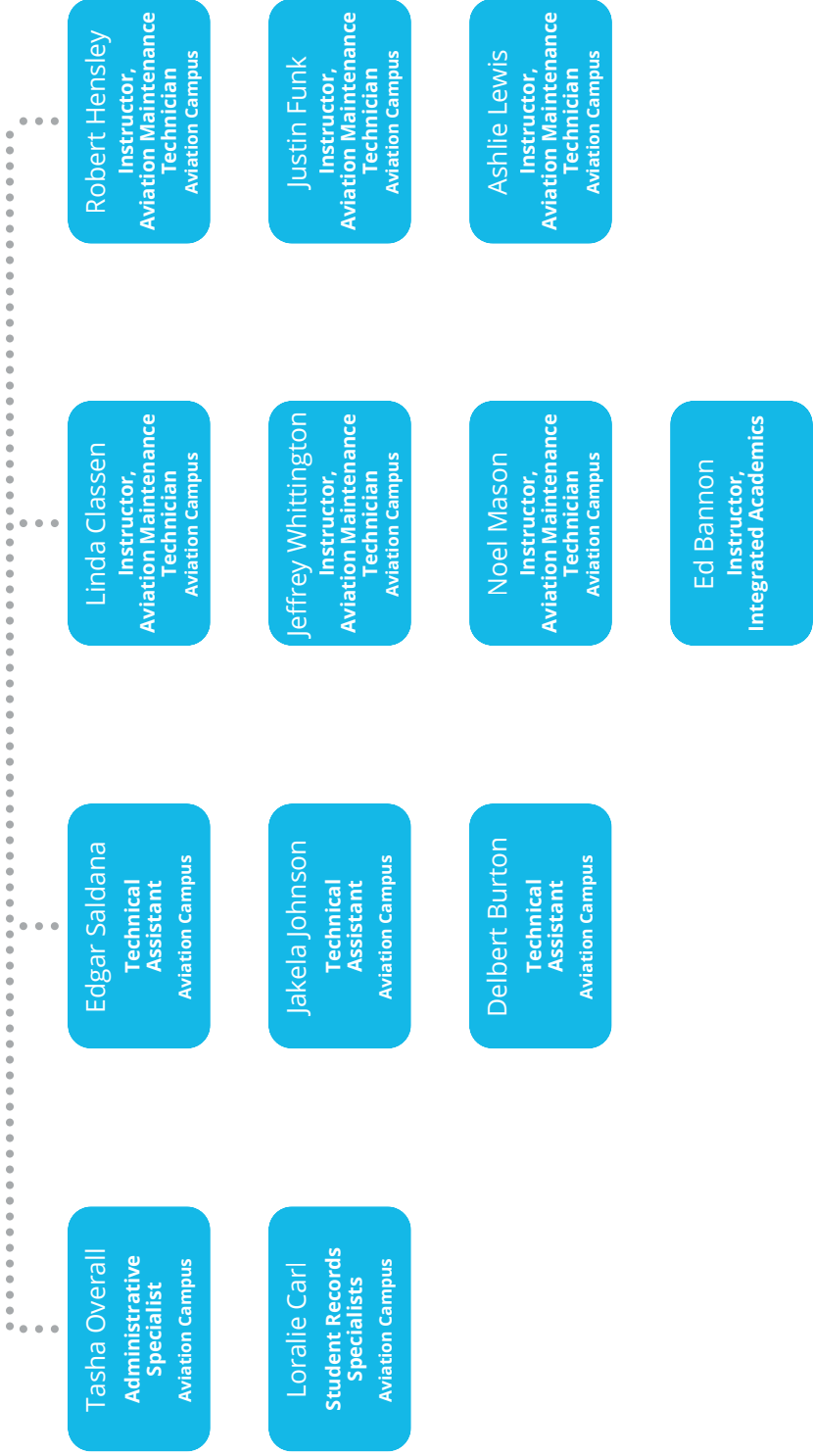
Michelle Sanders Dean of Instruction

District Center



Michael Branch
Site Director
Aviation Campus

Tiffani Veal
Assistant Site Director
Business Technology Center & Aviation Campus



Ty Goldsmith
Site Director
Evenings Programs

Florela Nicholson
**Evening Programs
Supervisor**
Aviation Campus

Rebecca Laprarie
**Administrative
Specialist**
Aviation Campus

Carl Keesey
**Instructor,
Aviation Maintenance
Technician**
Aviation Campus

Casey Dumas
**Instructor,
Practical Nursing**
Health Careers Center

Roger Temoshok
**Instructor,
Electrical Technician**
South Bryant Campus

Fred Esfandiari
**Technical
Assistant**
Aviation Campus

Steve Slone
**Instructor,
Aviation Maintenance
Technician**
Aviation Campus

Toye Smith
**Instructor,
Cosmetology**
Cosmetology

Michael Jordan
**Instructor,
HVAC**
South Bryant Campus

Elizur McLaughlin
**Technical
Assistant**
Cosmetology

Johnathan Johnson
**Instructor,
Aviation Maintenance
Technician**
Aviation Campus

Janel Ray
**Instructor,
Cosmetology**
Cosmetology

Vollie Hines
**Instructor,
Welding**
South Bryant Campus

Lisa Gordon
**Instructor,
Barbering**
Early Education
Center North

Zac Gleason
Site Director
Business & Technology Center

Tiffani Veal
Assistant Site Director
Business Technology Center & Aviation Campus

Madison Marcus
Administrative Specialist
Business Technology Center

Chelsea McIntire
Administrative Specialist
Business Technology Center

Chandler Engelbrecht
Teacher, Multimedia Journalism
Business Technology Center

Taiseka Moore-Adams
Teacher, Entrepreneurship
Business Technology Center

Harry Wolohon
Teacher, Digital Cinema
Business Technology Center

Deirdra Coleman
Teacher, Graphic Design
Business Technology Center

Mike Adams
Teacher, Cybersecurity Network Specialist
Business Technology Center

Rodrigo Barreto
Teacher, Culinary Arts
District Center

Andre Coleman
Teacher, Culinary Arts
STEM Center

Timeka Anderson
Teacher, Cosmetology
Cosmetology

Tamara Chandler
Teacher, Cosmetology
Cosmetology

Chase Brown
Technical Assistant, Culinary
STEM Center

Esteban Martinez
Technical Assistant, Culinary
District Center

Tyra Nolan
Technical Assistant, Cosmetology
Cosmetology

Yasmania Carter
Technical Assistant, Cybersecurity & Business Office
Business Technology Center

William Cobb
Technical Assistant, Graphic Design
Business Technology Center

Taylor Ward
Technical Assistant, Entrepreneurship
Business Technology Center

Noble Banks
Technical Assistant, Digital Assistant
Business Technology Center

Cosmetology

Jeremiah Graham
Site Director
Health Career Center

Jake Thomas
Assistant Site Director
Health Career Center &
Extension Programs

Felicity Nelson
Administrative
Specialist
Health Careers Center

Cindy Srite
Instructor/Coordinator,
Surgical Technology
Health Careers Center

Alison Beckner
Instructor/Coordinator,
Radiologic Technology
Health Careers Center

Tammy Widemann
Teacher,
Medical Administrative
Services
Health Careers Center

Chelsey Slattery
Instructor,
Simulation & Clinical
Skills
STEM Center

Jenny Pinkerton
Instructor/Coordinator,
Practical Nursing
Health Careers Center

Shelia Maynard
Administrative
Specialist
Health Careers Center

Abigail Rice
Instructor,
Surgical Technology
Health Careers Center

Megan Shrock
Instructor,
Radiologic Technology
Health Careers Center

Kathy Johnson
Teacher,
Medical Assisting
Health Careers Center

Theresa Ramsey
Instructor,
Practical Nursing
Health Careers Center

Keely Ellsworth
Library Instructional
Specialist
Health Careers Center

April Davis
Instructor,
Radiologic Technology
Health Careers Center

Brandi Castle
Instructor,
Practical Nursing
Health Careers Center

Ashley Daniels
Instructor,
Practical Nursing
Health Careers Center

Vacant
Instructor,
Practical Nursing
Health Careers Center

Jenny Killman
Instructor,
Practical Nursing
Health Careers Center

Karen Upton
Site Director
Extension Programs

Jake Thomas
Assistant Site Director
Health Career Center &
Extension Programs

Kelly Bowman
Administrative
Specialist
Early Education Center
North

Kennell Winrow
Instructor/Coordinator,
Project SEARCH
Downtown Business
Campus (DBC)

Emily Thornburg
Teacher,
Early Childhood
Development
Early Education Center North

Donta Stepeny
Teacher,
Aerospace Program
Aviation Campus

Nicole Stephens
Teacher,
Explorer Program
Webster MS

Perla Villafana
Technical Assistant,
Cosmetology
Extensions/Douglass HS

Lilie Ruth Bell
Job Coach,
Project SEARCH
Downtown Business
Campus (DBC)

Christi Heard
Teacher,
Barbering
Early Education Center
North

Renee Mack Mitchell
Teacher,
Cosmetology
Douglass HS

Valerie Hall
Teacher,
PLTW
Millwood MS

Shanee Wilson
Technical Assistant
Early Education Center
North

Shanee Wilson
Job Coach,
Project SEARCH
Downtown Business
Campus (DBC)

Chris Treadway
Teacher,
Computer Science
NW Classen HS

Brian Leaver
Site Director
STEM Center

Jason Lankford
Assistant Site Director,
Business Technology Center
& Extension Programs

Audrey Brown
Administrative
Specialist
STEM Center

Christina Quattro
Teacher,
Science
STEM Center

Melody Johnson
Teacher,
Computer Science
STEM Center

Johnathan Roberts
Teacher,
Pre-Engineering
STEM Center

Bessie Bryant
Teacher,
Biomedical Science
STEM Center

Stacey Post-Vails
Teacher,
Pre-Nursing
STEM Center

Adessa Miller
Administrative
Specialist
STEM Center

Clarence Britt
Teacher,
Math
STEM Center

Floyd Brown
Teacher,
Pre-Engineering
STEM Center

Chelsea
Herndon-Hance
Teacher,
Biomedical Science
STEM Center

Tori Wolohon
Teacher,
Pre-Nursing
STEM Center

Twyla Price
Technical
Assistant
Health Careers Center

Kevin Fowler
Teacher,
Math
STEM Center

Michael Laprarie
Teacher,
Pre-Engineering
STEM Center

Taylor Torres
Teacher,
Biomedical Science
STEM Center

Kelly Novakowski
Teacher,
Pre-Nursing
STEM Center

Sabrina Conlee
Teacher,
Biomedical Science
STEM Center

Joel Rogers
Site Director
South Bryant Campus

Ryan Whitlock
Assistant Site Director
South Bryant Campus

Brenda Allen
Administrative
Specialist
South Bryant Campus

Jeremy Gibbs
Instructor/Coordinator
BPOC
South Bryant Campus

Aaron Younger
Teacher,
Automotive Collision
South Bryant Campus

Travis Smith
Teacher,
HVAC
South Bryant Campus

Darryl Clark
Teacher,
Math
South Bryant Campus

Garrett Williams
Technical Assistant,
Auto Collision
South Bryant Campus

Chris Henderson
Technical Assistant,
Construction
South Bryant Campus

Natalie Curtis
Administrative
Specialist
South Bryant Campus

Jason Hill
Teacher,
Auto Service Technology
South Bryant Campus

Jessica Jacobs
Teacher,
Aerospace Maintenance
Foundations
South Bryant Campus

Stephen Brown
Teacher,
Pre-Law Enforcement
South Bryant Campus

Tonya Garrison
Technical Assistant,
Auto Service
South Bryant Campus

Edgar Mazariegos
Technical Assistant,
Welding
South Bryant Campus

Lori Dickerson
Administrative
Specialist
South Bryant Campus

Paul Upton
Teacher,
Auto Service Technology
South Bryant Campus

Zac Cooksey
Teacher,
Aerospace Maintenance
Foundations
South Bryant Campus

Elsa Castro
Teacher,
Pre-Law Enforcement
South Bryant Campus

Crystal Rogers
Technical Assistant,
HVAC
South Bryant Campus

Walter Seward
Technical Assistant,
Welding
South Bryant Campus

Michael Montgomery
Teacher,
Fire Safety/EMT
South Bryant Campus

Tyler Wainner
Teacher,
Construction Technology
South Bryant Campus

Kenneth Smith
Teacher,
Welding
South Bryant Campus

Christopher Niles
Technical Assistant,
South Bryant Campus

John Curtis
Technical Assistant,
Public Safety
South Bryant Campus

Glenn Bruner
Instructor,
Electrical Technology
South Bryant Campus

Melinda
Buscemi-Blakely
Teacher,
Fire Safety/EMT
South Bryant Campus

Andrew Hightower
Teacher,
Electrical Technology
South Bryant Campus

Toby McEntire
Teacher,
Welding
South Bryant Campus

Joseph Morehead
Technical Assistant,
Electrical
South Bryant Campus

Kelly Powers Director

Counseling & Special Populations & Enrollment & Student Services

Sandra Sanchez Assistant Site Director

Enrollment & Student Services

Leslie Cooksey
Counselor
South Bryant Campus

Tim Lankford
Special Populations
Liaison
South Bryant Campus

Shelly Fairbanks
Coordinator,
Outreach & Recruitment
District Center

Tonya Walker
Coordinator,
Student Services
District Center

Laura Garcia
Career Advisor
District Center

Kamille Smith
Student Service
Representative
District Center

Ryan Patten
Counselor
South Bryant Campus

Lisa Knox
Coordinator,
CTSO
South Bryant Campus

Khanita Jefferson
Student Liaison
District Center

Sonya Kluver
Student Data
Technician
District Center

Jamy Vazquez
Career Advisor
District Center

Juanita Romo
Student Service
Representative
District Center

Michael James
Counselor
South Bryant
Campus/Aviation Campus

Gerald Scott
Coordinator, Student
Mentorship & Support
District Center

Alexis Peabody
Recruitment &
Outreach Specialist
District Center

Terri Grusendorf
Assessment Specialist
District Center

Briana Garcia
Career Advisor
District Center

Amanda Green
Student Service
Representative
District Center

Holly Dozhier
Counselor
Business Technology
Center

Daisy Casillas
Recruitment &
Outreach Specialist
District Center

Kecia Hanley-Beam
Assessment Assistant
District Center

Amber Hamilton-Allen
Student Service
Representative
District Center

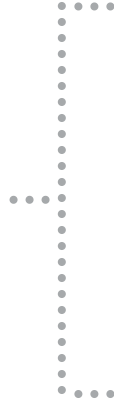
Kristen Tosh
Counselor
Health Careers
Center/Extension Programs

Selina Jolly
Recruitment &
Outreach Specialist
District Center

Vacant
Student Service
Representative
District Center

Brittney Culbreth
Director

Curriculum & Instructional Support



Amber Hookstra
Instructional Design Specialist
South Bryant Campus

Anita Parks
Education Technology Coach
South Bryant Campus

Lakea McGill
Instructional Design Specialist
South Bryant Campus

Cristy Curnutt
Education Technology Coach
South Bryant Campus

Morgan Mayhue
Instructional Design Specialist
South Bryant Campus

2024 - 2025 INSTRUCTIONAL AND TRAINING OFFERINGS

PROGRAM/COURSE	LOCATION	TYPE
2020 NEC Code Changes	SBC	ACD
Advanced Data Analytics Academy	Online	ACD
Anatomy and Physiology For Providers	Online, SPL	ACD
Back Safety and Injury Prevention	Online	ACD
Boiler Operation LP	SBC	ACD
Boiler Operations HP	SBC	ACD
Building A Business Blueprint for Healthcare & Wellness Professionals	SPL	ACD
Business Intelligence Academy (Must have completed Data Analyst Academy)	Online	ACD
Cabinet and Furniture Making	SBC	ACD
Charcuterie Styling Class	SPL	ACD
CMA Update (CEU)	SPL	ACD
CMA-Advanced: Nasogastric/Gastrostomy/Respiratory	SPL	ACD
CMA-I (Certified Medication Aide)	SPL	ACD
CNA (Certified Nurse Aide)-LTC (Long Term Care)	SPL	ACD
CNA (Certified Nurse Aide)-LTC (Long Term Care)	SPL	ACD
Compressed Gas Safety	Online	ACD
Confined Spaces	Online	ACD
Core, Cardio & Stretch	SPL	ACD
CPR/AHA Basic Life Support (BLS) for Healthcare Providers	SPL	ACD
Cybersecurity Analyst Academy (Must have completed IT Support Academy)	Online	ACD
Dancing into Professional Development: Skills Training with a Grapevine!	SPL	ACD
Data Analyst Academy	Online	ACD
Digital Marketer Academy	Online	ACD
Driver Safety	Online	ACD
Drone Pilot Test Prep (UAS)	AC, SPL	ACD
Early Education - Unit 10-Putting it all Together	SPL	ACD
Early Education - Unit 6 - Guiding Children	SPL	ACD
Early Education - Unit 7-Involving Families and the Community	SPL	ACD
Early Education - Unit 8-Program Planning and Record Keeping	SPL	ACD
Early Education - Unit 9-Developing as an Early Education Professional	SPL	ACD
Electrical Safety: General Awareness	Online	ACD
Electrical Troubleshooting and Preventive Maintenance	SBC	ACD
Electricity for Non-Electricians	SBC	ACD
Emergency and Fire Preparedness	Online	ACD
Emergency Medical Technician (EMT)	SPL	ACD
Fire Extinguisher Safety	Online	ACD
Grant Writing	SPL	ACD
Hand and Power Tool Safety	Online	ACD
Hazard Communication	Online	ACD

Hazardous Materials CDL Endorsement Training	Online	ACD
Hearing Conservation	Online	ACD
Heart Healthy Workout	SPL	ACD
Heat Stress	Online	ACD
HVAC Residential	SBC	ACD
Industrial Ergonomics	Online	ACD
IT Automation with Python Academy	Online	ACD
IT Support Academy	Online	ACD
IV Therapy	SPL	ACD
Kickboxing	SPL	ACD
Ladder Safety	Online	ACD
Leading with your Wisest Self "	SPL	ACD
Line Dance - Beginner's Intro	SPL	ACD
Line Dance - Intermediate	SPL	ACD
Line Dancing - Advanced	SPL	ACD
Lockout Tagout	Online	ACD
Machine Guarding	Online	ACD
MAT Update	SPL	ACD
MAT(Medication Administration Technician)	SPL	ACD
Maximize Your Magic! How to Be a Dynamic Fitness instructor (Train the Trainer)	SPL	ACD
Meal Prep Made Simple: Strategies for Nonprofits, Businesses, and School Well-ness	SPL	ACD
Medical Terminology	SPL	ACD
MetroFIT Bootcamp	SPL	ACD
MetroFIT Bootcamp Foundations	SPL	ACD
MetroFIT Chicago Steppin' Dance	SPL	ACD
MetroFIT DFW Swingout Dance Class	SPL	ACD
MetroFIT Resistance Training	SPL	ACD
Movement & Meditation	SPL	ACD
MSF Basic Rider Course	SBC	ACD
Nurse Refresher	SPL	ACD
Office Ergonomics	Online	ACD
OSHA 10 Hour Construction	Online	ACD
OSHA 10 Hour Construction (Spanish)	Online	ACD
OSHA 10 Hour General Industry (Agriculture)	Online	ACD
OSHA 10 Hour General Industry (Automotive)	Online	ACD
OSHA 10 Hour General Industry (Cosmetology)	Online	ACD
OSHA 10 Hour General Industry (Culinary)	Online	ACD
OSHA 10 Hour General Industry (Healthcare)	Online	ACD
OSHA 10 Hour General Industry (Law Enforcement, Corrections, Security)	Online	ACD
OSHA 10 Hour General Industry (Manufacturing)	Online	ACD
OSHA 10 Hour General Industry (Public Safety)	Online	ACD
OSHA 10 Hour General Industry (Public Safety: EMS)	Online	ACD
OSHA 10 Hour General Industry (Spanish)	Online	ACD

OSHA 10 Hour General Industry (Veterinary)	Online	ACD
OSHA 30 Hour Construction	Online	ACD
Outlook 2019 - I	DBC, OC, SPL	ACD
Personal Fall Arrest Systems	Online	ACD
Pharmacy Tech	SPL	ACD
Phase II-Unarmed Security CLEET	SPL	ACD
Phase I-Unarmed Security CLEET	SPL	ACD
Phase IV-Firearms CLEET	SPL	ACD
Phlebotomy	SPL	ACD
Phlebotomy Internship	OC	ACD
Phlebotomy Refresher	SPL	ACD
Pilates Burn & Stretch	SPL	ACD
Project Management Academy	Online	ACD
R & B Soul Flow Yoga	SPL	ACD
Self Defense Saturdays	SPL	ACD
SERVSAFE Alcohol - 3rd Edition	Online	ACD
SERVSAFE Allergens	Online	ACD
SERVSAFE Allergens (Spanish)	Online	ACD
SERVSAFE Food Handler	Online	ACD
Small Engine	SBC	ACD
Soulful, Stretch & Flow Saturdays	SPL	ACD
Stress-Free Flow	SPL	ACD
Turn Your Passion into Profit: Mastering Online Income for Health and Fitness Pros: (In-Person)	SPL	ACD
Upholstery-Furniture	SBC	ACD
UX Designer Academy	Online	ACD
Veterinary Assistant Certification	SPL	ACD
Welding Basics-S500	OC, SBC	ACD
Welding Job Readiness-I	OC	ACD
Welding Job Readiness-II	OC	ACD
Xtreme Hip Hop Step	SPL	ACD
Yin Yoga	SPL	ACD
Yoga Sculpt	SPL	ACD
Yogalates	SPL	ACD
ZUMBA	SPL	ACD
CPR Training for HS Students	OC, Online	ACD, ITD
Excel 2019 - I	DBC, OC, SPL	ACD, ITD
Excel 2019 - III	DBC, SPL	ACD, ITD
OSHA 10 Hour General Industry	DBC, OC, Online, SPL	ACD, ITD
Power Industrial Truck Operator	OC, SBC	ACD, ITD
PowerPoint 2019 - I	SPL	ACD, ITD
PowerPoint 2019 - II	SPL	ACD, ITD
Word 2019 - I	DBC, SPL	ACD, ITD

Word 2019 - II	DBC, SPL	ACD, ITD
AAPC CPB Hybrid Review Prep	SPL	ACD/ITD
Access 2019 - I	SPL	ACD/ITD
Access 2019 - II	SPL	ACD/ITD
Access 2019 - III	SPL	ACD/ITD
Adobe Captivate Comprehensive	DBC, OC	ACD/ITD
AI for Executives	DBC	ACD/ITD
Accounting Associate	SPL	FT
Aerospace Maintenance Foundations	SBC	FT
Automotive Service Technician	SBC	FT
Aviation Maintenance Technician	AC	FT
Barber - Adult	SPL	FT
Barber - High School	SPL	FT
Barber Crossover	SPL	FT
Basic Firefighter	SBC	FT
Basic Peace Officer Certification	SBC	FT
Biomedical Sciences Academy	SPL	FT
Combination Collision Repair Technician	SBC	FT
Computer Science Academy	SPL	FT
Cosmetologist - Adult	SPL	FT
Cosmetologist - High School	SPL/OC	FT
Culinarian	SPL	FT
Cybersecurity Network Specialist	SPL	FT
Digital Cinema	SPL	FT
Early Care & Education Master Teacher	SPL	FT
Electrician's Assistant Unlimited Complete	SBC	FT
Graphic Design	SPL	FT
HVAC Technician	SBC	FT
Introduction to Entrepreneurship	SPL	FT
Law Enforcement Officer Prep	SBC	FT
Legal Office Assistant	SPL	FT
Long Term Care Aide	SPL	FT
Master Instructor	SPL	FT
Medical Coding Specialist	SPL	FT
Multimedia Journalism	SPL	FT
Practical Nurse	SPL	FT
Practice Master Instructor	SPL	FT
Pre-Engineering Academy	SPL	FT
Project Search - Hospitality Service Assistant	OC	FT
Radiologic Technologist	SPL	FT
Residential Carpentry	SBC	FT
Services	SPL	FT
Structural Welder	SBC	FT
Surgical Technologist	SPL	FT
100X Leadership Academy	OC	ITD

5 Languages of Appreciation in the Workplace	OC	ITD
A&P Pathology & Diseases - CEU	SPL	ITD
A/B Wastewater Operator	OC	ITD
AAA Driver Improvement Program	OC, SPL	ITD
Accountability	DBC, OC	ITD
Adobe InDesign Comprehensive	OC	ITD
Advanced Engine Diagnostics	SPL	ITD
Air Evac Life Team Leadership	SBC	ITD
American Academy of Professional Coders	OC	ITD
American Heart Association (AHA) CPR Basic Life Support (BLS) for Healthcare Providers	SPL	ITD
Annual Safety Training for Companies or Organizations	SPL	ITD
Axom Body Camera Training	DBC	ITD
Banking and Financial Frauds - Virtual Course	OC	ITD
Biohazard Clean Up Awareness Training	OC	ITD
Blueprint Reading for fire Protection Professionals	SPL	ITD
Building a Team with Psychology Safety	DBC	ITD
Business Ethics	OC	ITD
Business Leadership	DBC	ITD
Business Service Training	SPL	ITD
Business Writing Labs	DBC	ITD
C Distribution	OC	ITD
C Waste-Water Operator	OC	ITD
C Water Operator	OC	ITD
Calibration Training	SPL	ITD
Cardiopulmonary Resuscitation/Automated External Defibrillator	OC, SPL	ITD
CDL BTW	OC	ITD
CDL BTW-RANGE	OC	ITD
CDL Class B Hybrid	SBC	ITD
CDL Drive Practice	OC	ITD
CDL PERMIT/ELDT PREPARATION	SPL	ITD
CDL RANGE	OC	ITD
CDL Truck Transport and Set up NL Testing	OC	ITD
Certified Outpatient Coder Hybrid Review	SPL	ITD
Certified Professional Coder	SPL	ITD
Certified Risk Adjustment Coders	SPL	ITD
Chemical System Options and Usage	SPL	ITD
Classroom Management That Works	SBC	ITD
Code of Ethics and It's Key Principles-CEU	SPL	ITD
Cognitive Behavioral Interventions - Core Adult	SPL	ITD
Communication-Pre-game	SPL	ITD
Communications & Teamwork	OC	ITD
Computer Literacy	DBC	ITD
Conflict De-escalation	OC	ITD
Courtroom Testimony	OC	ITD
CPR, First Aid, & AED	SBC	ITD

CPT Updates - CEU	SPL	ITD
CPT Updates - Midtown	SPL	ITD
Creating Team Alignment	DBC	ITD
Crime Prevention	DBC, OC	ITD
Crisis Intervention Training	SBC	ITD
Critical and Analytical Thinking	DBC	ITD
Critical Thinking	OC	ITD
Cross-Generational Leadership	DBC	ITD
Culinary Arts and License SJC	SPL	ITD
Customer Service	OC	ITD
Cyber Security for Seniors	SPL	ITD
Cybersecurity and Licenses SJC	SPL	ITD
D Waste-Water Operator	OC	ITD
D Water Operator	OC	ITD
Distribution & Collection Technician	OC	ITD
Effective Business Writing	DBC	ITD
Effective Communication	DBC, OC	ITD
Effective Public Speaking	DBC	ITD
Effective Supervision: Mastering Performance Evaluation and Leadership	DBC	ITD
Emotional Intelligence	OC	ITD
Employer Meeting	OC	ITD
Excel 2019 - II	DBC, SPL	ITD
FALL PROTECTION	OC	ITD
General Manager Compliance Training	SBC	ITD
Generations in the Workplace	DBC	ITD
Habits of Emotional Intelligent People	OC	ITD
Hazwoper 40 Hour	OC	ITD
Healthcare Fraud and Exploitation	DBC	ITD
Heart Saver AHA	OC	ITD
Heavy Equipment Level 1	OC	ITD
Heavy Equipment Skid-Steer	OC	ITD
Heavy Equipment-Back Hoe	OC	ITD
HR QUARTERLY TRAINING	SBC, SPL	ITD
HSI- CPR, First Aid, & AED	OC	ITD
HZ COM including Eye, Shower Wash SDS Heat/Cold Stress	DBC, SPL, OC	ITD
HZ WHOPER 40	SPL	ITD
HZ WHOPER 40 REFRESHER	DBC, SPL	ITD
ICD UPDATES - CEU's	SPL	ITD
ICON Project Team Training	SBC	ITD
Information Management Phase III	SPL	ITD
Instructional Coach Training	SPL	ITD
Instructional Leadership Team Training	SBC	ITD
Interpersonal Skills	DBC	ITD
Intro To Leadership Development	SBC, SPL	ITD
Introduction to Artificial Intelligence	SPL	ITD
It is Safe	OC	ITD
It's Bony Business - CEU	SPL	ITD
KIMRAY WELD QUALITY SESSION 1	OC	ITD
Kitchen Basics & Knife skills	DC	ITD

Leaders Use Collaborative Inquiry	SPL	ITD
Leadership Development I	DBC, SPL	ITD
Leadership Development II	SBC, SPL	ITD
Leadership Development III	SBC, SPL	ITD
Liquified Petroleum Safety School	SBC	ITD
LOTO	OC	ITD
LOTO,PPE,RESPIRATORY PROTECTION	SPL, OC	ITD
Making Sense of Sensors	SPL	ITD
Manual Elevated Work Platform	OC	ITD
M-D Department Meeting	DBC	ITD
M-D Leadership Academy	SPL	ITD
M-D Lean 101 Foundational	DC	ITD
M-D Sales Team Training	DBC	ITD
M-D Training	OC	ITD
Metro B-Brief	DBC	ITD
Metro Lead	DBC, SPL	ITD
Microsoft Data Analysis with Power Pivot	DBC	ITD
Microsoft Excel 2016 Level 3	OC	ITD
Microsoft Excel 365 (2021), Level 3	DBC	ITD
Microsoft- Windows	SPL	ITD
Microsoft Word	SPL	ITD
Microsoft Word 2016 - Level 1: Essentials	OC	ITD
Microsoft: All Software / Curriculum Development	SPL	ITD
Motivation: Building a Positive and Engaged Workplace	DBC	ITD
NCCER Weld Quality and Visual Inspection	OC	ITD
Nutritious Meal I	DC	ITD
Nutritious Meals II	DC	ITD
Nutritious Meals III	DC	ITD
Occupational Dog-Bite Prevention Class	OC	ITD
ODOT-OSHA 10 SAFETY TRAINING	SPL	ITD
OKCMOA Kickboxing Game	SPL	ITD
OKCMOA Passing Game	SPL	ITD
Oklahoma State University Local Technical Assistance Program	SBC	ITD
Oklahoma World Trade Conference	SPL	ITD
One Drive - AM	SPL	ITD
One Drive - PM	SPL	ITD
Overhead Crane and Fall Protection Training	OC	ITD
Permit Required Confined Space Non Entry Rescue	OC	ITD
Personal Branding Workshop	OC	ITD
Player Conduct	SPL	ITD
Pre Cybersecurity and Microsoft	SPL	ITD
Preparing Physically-Free Blocking Zone	SPL	ITD
Professionalism: Elevating Workplace Standards and Leadership	DBC	ITD
Protecting Your Online Identity	SPL	ITD
S.A.F.E.@ 14:00 Dog Bite Prevention	OC	ITD
SAFE@1400	DBC, Online	ITD
Sales Planning 101	SPL	ITD

SAMHSA Anger Management	SPL	ITD
Self-Defense	OC	ITD
Senior Health Insurance Counseling Program Training	OC	ITD
Senior Medicare Patrol Training	OC	ITD
Sexual Harassment You Make the Call	OC	ITD
Skidsteer Operator Training	OC	ITD
Skin Herbalist - CEU	SPL	ITD
Starting a Retail Business 101	OC	ITD
STOP the BLEED-CEU	SPL	ITD
Strategic Planning	SPL	ITD
Successfully Navigating the City's Promotional Process	DBC	ITD
Supplier Summit	SPL	ITD
Teams	SPL	ITD
The Power of Personality: Elevating Team Potential	OC	ITD
Time Management	OC	ITD
Toastmasters	DBC	ITD
Truck Driver Training Class A CDL	SBC	ITD
Truck Driver Training Class B CDL	SBC	ITD
Trust: The Great Multiplier	DBC	ITD
Undercar University Training (NAPA)	SPL	ITD
Undercover Operations	SPLC	ITD
Unit 07 - Involving Families and the Community	SPL	ITD
Unit 08 - Program Planning and Record Keeping	SPL	ITD
Upper Management Training	SPL	ITD
Utilities Generative AI	DBC	ITD
Utilities University Accountability	DBC	ITD
Utilities University Disc Assessment	DBC	ITD
Utilities University Effective Supervision	DBC	ITD
Utilities University Generational Diversity	DBC	ITD
Utilities University LEAN 101	DBC	ITD
Utilities University Lean Green Belt	DBC	ITD
Utilities University Safety for Supervisors	DBC	ITD
Utilities University Technology Overview	DBC	ITD
VA leadership Class	DBC	ITD
VALIR Health Leadership Academy	DBC	ITD
Walking Working Surfaces, Fire Prevention, Ergonomics, Occupational Noise	SPL, OC	ITD
Warehouse Inventory & Logistics	OC	ITD
Waste Water Treatment	OC	ITD
Water Lab Refresher, PM Water & Wastewater	OC	ITD
Water-Wastewater Renewal	OC	ITD
Welding and Licenses SJC	SBC	ITD
Welding Quality	OC	ITD
Word 2019 - III	DBC	ITD
Workplace Essentials	DBC	ITD
Wrecker Training	SBC	ITD

Technology Center Overview

Metro Tech (MT), located in Oklahoma City, Oklahoma, is a Career and Technology Education district dedicated to providing high-quality training to the community and is a vital part of Oklahoma's workforce development system. Metro Tech's vision is to be recognized as a strategic partner in economic development where all individuals have access to a relevant, career-focused education. With a mission to prepare people for employment and life in a global society, Metro Tech is committed to equipping students with the skills and knowledge necessary to thrive in a competitive workforce.

Operating across four campuses, Metro Tech offers a variety of full-time and short-term programs as well as customized training designed to meet the evolving needs of students and local employers. These programs cater to a wide spectrum of interests and skill levels, encompassing a variety of technical fields and industry certifications. From advanced manufacturing and healthcare to culinary arts and information technology, Metro Tech provides students with the practical skills and knowledge needed in today's competitive job market, striving to ensure that every learner can find a pathway that aligns with their interests and career aspirations.

Metro Tech collaborates closely with industry partners to ensure that the curriculum remains responsive to economic and workforce demands. This commitment to stakeholder engagement not only enhances the educational experience but also drives innovation within the workforce. Through this comprehensive approach to workforce education, Metro Tech plays a vital role in shaping the future of Oklahoma City's economy and empowering its students to achieve their full potential.

A. ENVIRONMENT

a(1) Instruction and training offerings and support services:

MT provides three educational arms: full-time programs, short-term courses, and customized business and industry training. Full-Time Programs (FTP) offer career training programs that lead to certification and licensure. High school students enrolled in FTPs receive elective credit and, in some programs, academic credit toward graduation. Select programs provide students the opportunity to earn college credit.

MT provides full-time career majors for high school sophomores, juniors, seniors, and adult students of any age. Program lengths range from 10 months to two years and lead to certification or licensure. MT offers 36 program offerings within 32 career pathways (Figure TCO 1). Embedded programs have also been added within OKCPS and Millwood school districts. Programs may be high school only, adult-only, or have a combination of adult and high school students. High school students enrolled in occupational programs receive elective credit, and some programs have an option for a math or science credit. Through our college articulation agreements and the option of concurrent enrollment, students can also earn college credit.

FULL-TIME PROGRAMS FOR HIGH SCHOOL AND ADULT STUDENTS

1. Accounting Associate	19. Graphic Design
2. Aviation Maintenance Technician	20. HVAC Technician
3. Aerospace Maintenance Foundations	21. Law Enforcement Officer Prep
4. Automotive Service Technician	22. Legal Office Assistant
5. Barbering	23. Master Instructor
6. Barbering Crossover	24. Term Care Aide
7. Basic Peace Officer	25. Medical Assisting
8. Biomedical Science Academy	26. Medical Office Specialist
9. Combination Collision Repair Tech	27. Multimedia Journalism
10. Computer Science Academy	28. Nursing Services
11. Cosmetology	29. Practice Master Instructor
12. Culinarian	30. Practical Nursing
13. Cybersecurity Network Specialist	31. Pre-Engineering Academy
14. Digital Cinema	32. Project Search
15. Early Care & Education Master Teacher	33. Radiologic Technology
16. Electrician Assistant Unlimited Complete	34. Residential Carpentry
17. Entrepreneurship	35. Surgical Technology
18. Firefighter Service/EMT	36. Welding

Figure TCO 1: Full-Time Programs for High School and Adult Students

Our Economic Workforce Development department offers Short-Term (ST) training courses for adults desiring professional or personal enhancement. These Adult Career Development (ACD) courses target specific skills or credentials and are offered at a nominal cost. Examples of ST courses include nurse refresher, welding basics, and digital photography. ST courses provide training for students who may not have the time or the resources to complete a FTP.

ST courses focus on serving community members looking to enhance their skillset or learn a different trade or hobby. Many ACD students take classes that can help them transition into a new career path. In contrast, some students take courses to meet the continuing education required to keep a license or certificate. Additional courses focus on personal enrichment, such as computer classes for seniors, upholstery classes, or a foreign language class.

The Wellness and Outreach department continues to offer affordable wellness courses to the public for \$15 per six week class. The program known as MetroFIT provides group fitness classes including Pilates, Tai Chi, Line Dancing, Kickboxing, Self-Defense and Healthy Eating to name a few. MetroFIT is intentionally designed to address the health disparities faced by communities surrounding the Springlake campus, located in the 73111 zip code. This area continues to experience some of the highest rates of early death and food insecurity in Oklahoma. These challenges, often rooted in poverty and lack of access to preventative health resources, make wellness education and fitness opportunities a critical need. Through MetroFIT, Metro Tech remains responsive to the needs of our community

by removing barriers to physical activity, promoting holistic wellness, and fostering a sense of connection, healing, and empowerment. By offering accessible fitness options, MetroFIT continues to serve as a vital community resource, improving quality of life and supporting lifelong health for our area residents. Programs are offered to employees and students to enhance productivity. A comprehensive list of ACD offerings can be found [HERE](#).

MT's Business and Industry Services (BIS) provide customized education, training and support services ([Figure TCO 2](#)). MT plays an active role in Adult Education and Family Literacy (AEFL) initiatives and maintains a strong workforce partnership with Central Technology Center through its truck driver training program. To enhance the efficiency and impact of its Economic and Workforce Development (EWD) division, Metro Tech has reorganized staffing to better support high-quality training delivery. The creation of key roles such as a Program and Curriculum Developer ensures consistent instructional quality, while a Business Development Liaison strengthens industry recruitment and employer engagement. These roles complement and reinforce the work of the Workforce Development Coordinator, streamlining services across programs. Additionally, relocating the EWD division to the district's main campus will improve accessibility, collaboration, and visibility within the broader Metro Tech community.

BUSINESS AND INDUSTRY OFFERINGS	
• Small Business Management	• APEX Accelerator
• Workplace Health & Safety	• LEAN
• Leadership & Supervisory	• Project Management
• Microsoft Office	• PHR/SPHR Certification Prep
• Adobe and Apple	• Safety

Figure TCO 2: Business and Industry Offerings

Other Support Services are essential to student enrollment, instruction, retention, and placement. MT's approach to supporting students is critical to eliminating barriers that would keep them from enrolling or completing their training. Coupled with our placement services, these supports provide a seamless transition to employment. Our approach to education includes a dedicated team, who contribute to the success of our students by providing career and business counseling, assessment, Financial Aid (FA), employment services, computerized academic centers including ESL (English as a Second Language), childcare, disability services, and bus transportation.

MT's Other Support Services are listed in [Figure TCO 3](#)

OTHER SUPPORT SERVICES	
• Financial Aid Services	• Transportation
• Assessment	• IEP/504 Accommodations
• Career Counseling	• Guidance
• Foundation Assistance	• Apprenticeship/Internships & WBL
• Scholarships	

Figure TCO 3: Other Support Services

MT has responded to the changing community needs and demographic shifts by adding and enhancing programs and services for at-risk students, including high school credit recovery, economically disadvantaged students, students with disabilities, individuals transitioning from Temporary Assistance to Needy Families (TANF), veterans, and Justice-Involved individuals. MT uses various delivery mechanisms to address the collective and individual needs of students and clients enrolled in FT and ST courses. A few of MT's delivery mechanisms are depicted in [Figure TCO 4](#).

DELIVERY MECHANISMS
• Online Courses
• Small Business Consulting
• Virtual simulation equipment
• Relevant, hands-on training labs
• Customized training for Business & Industry
• Work Based Learning and clinical experiences
• Facilitate/guest speakers/job shadow

Figure TCO 4: Delivery Mechanisms

a(2) Mission, Vision, and Values (MVV)

MT lives out our MVV by leveraging core competencies across three primary offerings: full-time career programs, short-term adult and career development courses, and customized courses for industry-specific training and development for clients. Each of the three offerings serves a strategically important function in the overall success of MT.

Mission: MT prepares people for successful employment and life in a global society.

Vision: MT will be recognized as a strategic partner in economic development by preparing a high-quality workforce.

Core Values (CV): Student Success; Innovation; Collaboration; Integrity; Wellness & Safety

Core Competencies (CC): Support the accomplishment of the mission and include:

- Holistic Approach to Education
- Career and Technical Training
- High Skill/High Wage Placements

a(3) Workforce Personnel Profile

MT has approximately 308 highly engaged full-time employees, and nine part-time. [Figure TCO 5](#) highlights primary workforce groups. [Figure TCO 6](#) summarizes the demographic composition of our workforce. Additionally, MT has 144 adjunct faculty who provide training in short-term Economic and Workforce Development course offerings, and 51 substitute faculty who support full-time programs. According to the Great Places To Work Survey (GPTW), 88% of employees indicate "Taking everything into account, I would say this is a great place to work."

Educational requirements are specific to each position. Faculty members hold the necessary degrees and credentials appropriate to their teaching areas, with many

possessing advanced degrees. Occupational faculty in the Career Tech system are required to hold credentials in their occupational specialty and either hold or are actively pursuing a degree. All counselors are state certified and possess advanced degrees. Additionally, many MT support staff positions require specific educational levels and occupational credentials or licenses to ensure qualifications are consistently met across the organization.

The American Federation of Teachers (AFT) is Metro Tech's only collective bargaining group. The AFT includes a membership of certified teachers and counselors. Health and safety requirements include annual compliance training as set forth by OSDE and other accrediting and governance entities as well as other training to include emergency response preparedness.

KEY WORKFORCE GROUPS & ENGAGEMENT DRIVERS		
WORKFORCE GROUP	NUMBER OF EMPLOYEES	ENGAGEMENT DRIVERS
Full-time	308	Satisfaction with Benefits
Part-time	9	Satisfaction with Leadership
Subs	51	Feel a part of the mission
Adjuncts	144	Industry Training

Figure TCO 5: Key Workforce Groups & Engagements Drivers

The most significant changes to MT's workforce composition have been the aging workforce and the retirements of leaders and administrators.

a(4) Diversity Demographics

WORKFORCE DEMOGRAPHICS		
Gender	Male: 45.45%	Female: 54.22%
Pay Type	Hourly: 41.70%	Salaried: 58.30%
Tenure	< 2 yrs: 27.6%	2-5 yrs: 32.8%
	6-10 yrs: 13.64%	11-15 yrs: 7.5%
	16-20 yrs: 5.51%	> 20 yrs: 12.98%
Ethnic Identity	Caucasian or White	51.90%
	African American or Black	29.87%
	Hispanic / Latino	7.79%
	American Indian or Alaska Native	3.24%
	Two or more races	4.22%
	Unknown	2.59%

Figure TCO 6: Workforce Demographics

a(5) Facilities, Technologies, and Equipment

MT operates across four campuses with 23 buildings dedicated to instruction and support. The valuation of land, buildings, and equipment is approximately \$268 million. In April 2019, the citizens of Oklahoma City passed an \$80 million Community bond to improve facilities at the South Bryant Campus (SBC) and Springlake Campus (SPL). SPL houses administration, Full Time Programs (FTP) and ACD

programs located in several buildings. The District Center (DC) provides training space for industry and community partners. The Health Careers Center (HCC) is equipped with a radiology lab, mock surgical units, clinical laboratory, chemistry lab, and health simulation lab. The STEM Center houses three Project Lead the Way programs as well as Pre- Nursing, Robotics, a digital lab and shop with 3D printers. The newest building is the Wellness Center (2022) and newest remodeled spaces include the District Center (2022) and the Nursing Simulation Lab at the STEM Center (2025).

The Downtown Business Campus (DBC) is centrally located in the heart of downtown Oklahoma City and serves as a hub for delivering Business and Industry Services (BIS) to a wide range of organizations, including some of Oklahoma's most recognized employers. We offer training spaces that are available for clients to utilize based on their specific training needs. Our client portfolio includes the City of Oklahoma City Utilities Department, BancFirst, OKC Thunder, Toastmasters, and General Genomics Inc. Since opening the downtown campus in 2012, Metro Tech has cultivated a new audience of organizations and professionals, allowing the DBC to emerge as a competitive provider of leadership, organizational development, computer, and customized training options. We place a strong emphasis on consistent feedback and continuous growth to ensure we meet and exceed client expectations. Our ongoing momentum is a reflection of both our strategic vision and our commitment to delivering high-quality training experiences. A transition is presently underway to move Information Technology, ESRA, and Marketing and Communications departments into a new building on the Springlake campus named Support Center. Marketing and Communications and EWD will leave the DBC by December 2025 and move into the Support Center and into



EDC respectively. Metro Tech will remain on the first floor of the Corporate Tower at the DBC.

The Aviation Campus (AC) includes facilities and equipment for aircraft maintenance training such as airplanes and jet engines. MT's newest airplane is the American Airlines MD-80. The AC provides training for aerospace electronics technicians. High school students moved to SBC in 2024-25 to complete their general credentials and upon graduation transitioned to AC to earn their AMP certification.

The SBC has several new buildings (2023) including the Public Safety Academy, Law Enforcement Training Center, Industrial Technology Building and Early Childhood Education South – a partnership with Sunbeam Family Services. The newest remodeled space is at the Automotive Technology Center (ATC) building. Programs on this campus provide industry training equipment including virtual welders and an Aviation simulator. Instructional networking provides students access to shared applications, data, and D2L resources. Additionally, the Public Safety Academy houses the BPOC program and Fire/EMT while the Law Enforcement Training Center provides an automated simulated shooting range to current law enforcement officers needing continuing education. Through a Memorandum of Understanding with the Oklahoma County Sheriff's Office, the PSA building includes space for the County's 911 Call Center.

All faculty members have laptops and interactive whiteboards to enhance teaching with technology. They can also check out a variety of educational tools, including conference cameras, whiteboard cameras, document cameras, video-based reflection tools, video recording devices, virtual reality headsets, drone recording devices, and 3D medical visualization technology. Students have access to a robust learning management system that delivers online curriculum, program-specific simulators, cloud-based productivity tools, and video conferencing for real-time learning engagement. Learning materials are available instantly and support flexibility in delivering quality education. Faculty benefit from real-time insights into student progress, integrated support systems, and consolidated technologies that offer a holistic view of each learner. This centralized learning hub streamlines daily activities, enabling personalized instruction and efficient program management. MT has a transportation fleet consisting of school buses, cargo vans and other vehicles.

a(6) Regulatory Requirements

MT is highly regulated and is governed by local, state, and federal agencies. MT follows the rules and regulations established by the Oklahoma State Board of Education (OSBE) and the Oklahoma State Board of Career and Technology Education (OBCTE). At the district level, policies established by the MT Board of Education (BOE) have significant decision-making authority, but they shall not conflict with state statutory requirements. Additionally, several of our career programs are subject to accreditation by regulatory agencies. [Figure TCO 7](#) summarizes MT's regulatory environment to include agencies and their key operations.

AGENCY	KEY OPERATION
GENERAL REGULATORY AGENCIES / INFORMATION	
ODCTE	Provide CTE training to support economic development
OSDE	U.S. & Oklahoma school laws and regulations
OCCUPATIONAL HEALTH & SAFETY REGULATIONS	
CDC	Public Health guidance and disease prevention
NIOSH	Research and recommendations on safety
OSDH	Public Health and infection control guidance
ODEQ	Environmental compliance
EPA	Federal environmental and chemical safety
NFPA	Fire safety standards for facilities
CDC	Public Health guidance and disease prevention
ODOL	Fairness and equality
PEOSH	Workplace safety and health
ACCREDITATION & LICENSURE REQUIREMENTS	
FAA	ACC – Aviation Maintenance Tech (AMT)
OBN	HCC – Practical Nursing
ACEN; NLN; BN	HCC – Licensed Practical Nursing
CAAHEP: ARC/STSA	HCC – Surgical Tech
JRCERT	HCC – Radiography programs
CAAHEP	HCC – Medical Assisting
NCCER	SB – Residential Carpentry
NIASE	SB – Automotive Service Technician Collision Repair Technician
CIB	SB – Electrician Assistant HVAC Technician
CLEET	SB – Law Enforcement Officer Preparation BPOC
OSBC	SPL – Cosmetology
FINANCIAL & ENVIRONMENTAL REGULATIONS	
OSBE	Financial policies and procedures
USDE; VA	Financial Aid
FACULTY-SPECIFIC REQUIREMENTS	
ODCTE	Faculty teaching occupational programs
OSDE	Faculty teaching occupational programs (secondary students)

Figure TCO 7: Regulatory Environment

RELATIONSHIPS

b(1) Organizational Structure

MT is a political subdivision known as a Technology Center of the State of Oklahoma. Under Article XIII of the Oklahoma Constitution, the Legislature authorized the creation of career technology districts. The local governing board is an elected, seven-member Board of Education (BOE), and each member represents a geographic district zone. The board members serve in staggered, four-year terms. They are required by the Oklahoma State School Board Association (OSSBA) to continue education to remain eligible to help on the BOE. The BOE hires the Chief Executive Officer (CEO)/Superintendent, and he or she is responsible for presenting operational expenditures and recommendations for changes to the BOE for their final approval.

b(2) Key Market Segments

MT's key market segments are full-time program students, short-term students, businesses, economic development councils and chambers, and other community organizations within the Oklahoma City metro area. The key requirements and expectations for these segments are applicable services, quality instruction, and MT training that is current, relevant, and affordable. In addition to these expectations and requirements, each component has other expectations that are specific to their needs.

- Full-time program students: High school credits to meet graduation requirements, industry specific education, certifications, assistance with preparing to take the next step, work-based learning opportunities, quality educational experience, and applicable real-world experiences
- Short-term students: Wide array of course offerings, flex classes that fit schedules and lifestyle
- Businesses: Training that is affordable and quality
- Economic development councils: High quality workforce
- Other community organizations: Collaboration, leverage resources to benefit the community and district

b(3) Key Partners and Collaborators

Key collaborators comprise of those from business and industry who help shape MT program offerings and deliver educational experiences. These include local chambers of commerce, Advisory Committee (AdC) members, and local hiring organizations. In addition, key collaborators include those who support students in need, such as the MT Foundation, Regional Food Bank, and Tinker Federal Credit Union. Requirements include a willingness to engage with MT programs and strategies.

COMPETITIVE ENVIRONMENT

c(1) Competitive Position

MT's competitive position is the diversity of staff, students, and community and the career opportunities within the district. MT's service area's location, which is Oklahoma City Public School District boundaries, provides an array of opportunities to partner with business and industry seeking training and a skilled workforce. Furthermore, the district is home to a diverse population serving a highly engaged, urban community. Today, Oklahoma City is an innovation hub with some of the most diverse industries and creative entrepreneurs.

c(2) Key Changes

MT is primarily funded from local ad valorem taxes, providing a somewhat stable revenue source. However, a portion of MT's budget comes from allocations from the Oklahoma state budget, which has experienced significant shortfalls in recent years that have resulted in less funding. As a result, reliance on locally controlled revenue sources, such as tuition and fees from ACD classes, BIS programs, and Conference Services has become critical. Additionally, high school graduation requirements have made it somewhat difficult for students to select MT programs as part of their elective offerings, making recruitment more difficult.

The most significant financial changes include the 2019 Community Bond funds, ARPA funds, Project 413 funds and MT's carryover. These funds combined place the organization in strong financial health. Elements of innovation and collaboration are apparent in each of these funding streams.

The Community Bond funded projects and the ARPA funded Nursing Simulation Lab are excellent examples of innovation. Examples of collaboration are evident in MT's use of Project 413 funds and carryover funds.

c(3) Key Sources of Comparative Data

MT uses comparative data as part of continuous improvement efforts. A limitation of comparative data is that we use delayed data sources. MT's primary sources of comparative data within the education sector are the ODCTE, where statewide and Metropolitan Statistical Area performance data is maintained. Most ODCTE data is not available until approximately 18 months after the end of the fiscal year. Other sources of data are shown in [Figure TCO 8](#). The most significant limitation with the other sources is the inconsistencies in definitions of outcome measures and the delay in data availability.

KEY SOURCES OF COMPARATIVE DATA		
DATA SOURCE	SECTOR / SCOPE	KEY LIMITATIONS
Bureau of Labor Statistics	Outside/National	Segmentation Limited
GPTW	Outside/National	Fee-based Benchmarking
OSDE	Inside/State	K-12 data focus
IPEDS	Outside/National	Dissimilar data collection
Tech Centers that Work	Inside/National	HS Senior focus
ODCTE	Inside/State	Different data tracking from CTE

Figure TCO 8: Key Sources of Comparative Data

STRATEGIC CONTEXT

d(1) Strategic Challenges and Advantages:

The Strategic Planning Process (SPP) and quarterly progress checks ensure that MT identifies strategic challenges and advantages. Vision 2025 has guided all strategic decision-making which aligns with four pillars: (1) Academic Excellence & Quality Career Training; (2) Empowered Employees as Valued Team Members; (3) Community & Workforce Partnerships; and (4) Infrastructure, Growth & Investments. Each pillar is led by pillar champions who meet with pillar teams to identify responsibilities and to check progress toward goals.

PERFORMANCE IMPROVEMENT SYSTEM

e(1) Key Elements

Metro Tech's performance improvement system is built on continuous quality enhancement using proven strategies such as Plus Delta, PDSA (Plan-Do-Study-Act), and a variety of quality tools. Our commitment to preparing students for life in a global society is guided by the Vision 2025 pillars. Particular emphasis is placed on our core values - student success, innovation, collaboration, integrity, and wellness & safety. This focus ensures that all students are empowered and well-prepared for their professional journeys. Through strong partnerships, a culture of improvement, and a safe inclusive environment, MT delivers high-quality programs and services that enable students to thrive in their chosen career fields.

Standard 1

Leadership and Administration

1.1 LEADERSHIP AND ADMINISTRATION

HOW DO LEADERS AND ADMINISTRATORS LEAD THE TECHNOLOGY CENTER?

1.1a Mission, Vision, And Values

1.1a(1) How do leaders and administrators set the technology center's vision and values?

At MT, the process of setting the district's strategic vision and core values involves a collaborative effort between district leadership and a variety of key stakeholders. This comprehensive approach helps ensure the technology center's priorities and guiding principles remain closely aligned with the needs of students, clients, employees, industry, and the broader community.

The district leadership and key stakeholders engage in large scale strategic planning every five years to assess MT's current state and chart a course for the future. Annually, the four pillars of the strategic plan as well as the goals and strategic objectives are reviewed, and performance projections are created by district divisions/departments. Additionally, pillar team champions conduct quarterly meetings at minimum to progress monitor action plans within the four pillars. These discussions are informed by data-driven analyses of enrollment trends, industry demands, student/client outcomes, and financial audits. Importantly, the planning process also solicits feedback from advisory boards, industry partners, and community members to incorporate their perspectives.

To further strengthen the commitment to providing an excellent educational experience to all students and clients, MT undertook an initiative to refresh its core values. The new values – which emphasize student success, innovation, collaboration, integrity, and wellness & safety – were developed in the district's vision and mission at the center. To further strengthen the connection between the mission, vision, values and daily administration, MT has also redeveloped its leadership system. This leadership system specifically identifies what stakeholders can expect from district leaders.

Overall, MT's strategic planning, values refinement, and leadership development initiatives demonstrate an integrated, stakeholder-driven approach to setting the district's direction. This commitment to aligning vision, values, and leadership helps position MT as a responsive, purpose-driven organization prepared to meet the evolving needs of students, clients, industry, and the community.

1.1a(2) How do leaders and administrators demonstrate commitment to legal and ethical behavior?

At MT, leaders and administrators demonstrate a commitment to legal and ethical behavior through a comprehensive approach that prioritizes professional development, compliance training, and an adherence to ethical standards contained in the district's code of ethics. This commitment begins with the implementation of annu-

al compliance training, ensuring that all staff are refreshed in district policies, state statutes, and federal civil rights laws, including Title IX. By fostering a culture of awareness around these legal obligations, MT reinforces the importance of ethical conduct in all aspects of its operations.

All employees review and sign the district's code of ethics policy at the onset of employment, which serves as a guiding principle for decision-making and professional conduct. Additionally, district staff participate in training programs offered by the Oklahoma State School Boards Association for human resources and finance further enhancing the capacity of administrators to navigate complex legal frameworks responsibly.

MT also emphasizes internal leadership development and finance training, equipping leaders with the knowledge and skills required to uphold ethical standards in their roles. The internal mentorship program for teachers fosters a supportive environment where experienced educators guide newcomers in navigating both ethical challenges and compliance requirements.

Through these initiatives, MT not only ensures adherence to legal mandates but also encourages a culture of integrity, professionalism, and accountability among staff, ultimately reinforcing the institution's commitment to ethical behavior in all its actions and decisions.

1.1a(3) How do leaders and administrators build an educational institution that is successful now and in the future?

At MT, district leaders take a comprehensive, forward-looking approach to ensuring the district's long-term success and sustainability. This strategic vision is manifested through initiatives focused on leadership development, succession planning, professional growth, financial stewardship, ethical procurement, industry-aligned training, and student/client career readiness.

To cultivate a pipeline of skilled, ethical administrators, MT has implemented a robust leadership development program. This initiative provides aspiring and current leaders targeted training in areas such as change management, data-informed decision-making, and fostering a culture of continuous improvement. Participants also gain exposure to best practices from state and national professional associations, further enhancing their ability to guide the institution effectively. By proactively preparing the next generation of administrators, MT ensures continuity of effective leadership and institutional knowledge.

Leadership development is at the core of succession planning at MT. The district's goal is to develop leaders so that they are ready to step into larger roles when the opportunity is presented. Since the implementation of this leadership development strategy, 22 employees have been promoted over the past five years.

In addition to developing its internal talent pool, MT actively supports the professional growth of all employees. Faculty and staff are encouraged to participate in state and national conferences, workshops, and certification programs, expanding their expertise and bringing new ideas back to the district. This commitment to ongoing learning helps keep MT's programs and services aligned with evolving industry standards and student/client needs.

Underpinning these people-centric initiatives is MT's

robust financial management approach. The district consistently maintains a healthy fund balance, allowing it to weather economic fluctuations and invest in strategic priorities. Additionally, MT's procurement processes are guided by rigorous ethical standards, ensuring taxpayer resources are utilized transparently and effectively.

Importantly, MT's focus on institutional sustainability extends beyond its internal operations. The district has cultivated strong partnerships with local industries, designing customized training programs that equip students and clients with the skills and credentials needed for success in the workforce. This industry-aligned curriculum, combined with a steadfast commitment to instructional quality and student/client career readiness, positions MT graduates for immediate and long-term employability.

By simultaneously investing in leadership, professional development, fiscal responsibility, ethical procurement, and industry-relevant training, MT has established a strong foundation for both current and future success. This holistic, sustainable model positions the institution to continue serving students, clients, employees, and the broader community with excellence for years to come.

1.1b Communication and Organizational Performance

1.1b(1) How do leaders and administrators communicate with and engage all personnel, students, business and industry, and other customers/stakeholders?

Leaders and administrators at MT employ a multifaceted approach to communicate with and engage personnel, students, business and industry, and other stakeholders. Effective communication is central to the district's leadership system and is guided by feedback collected through tools such as the Great Places to Work (GPTW) survey. Personnel engagement is prioritized through several key strategies, including the annual district convocation where the Superintendent outlines the vision and priorities for the upcoming year. Quarterly Innovation Hubs are hosted at various campuses to engage staff in process improvement efforts aimed at enhancing programs, services, and organizational outcomes. Administrative Council meetings serve to deliver consistent messaging to directors and frontline supervisors, ensuring alignment across the district. Following each Board of Education meeting, the Superintendent holds a virtual update to inform employees about key decisions and provide a space for clarifying questions. Weekly newsletters from the Communications Department further support transparency by highlighting student successes, recent events, and important updates.

Students are engaged through initiatives such as the Superintendent's Advisory Council, which includes representatives from each MT campus and session, and the Student Ambassador Program, which selects participants through an annual application and interview process. Students also receive district news through the weekly newsletter and provide feedback via a bi-annual Student Satisfaction Survey, which informs service and program improvements. Engagement with business and industry partners, as well as other stakeholders, is achieved through

collaborative program reviews, advisory committees, and ongoing dialogue to ensure that MT's offerings align with current workforce needs. Together, these communication and engagement strategies reflect MT's commitment to transparency, inclusivity, and continuous improvement across all areas of the organization.

1.1b(2) How do leaders and administrators create a focus on action that will achieve the technology center's mission?

Leaders and administrators at MT create a focus on action to achieve the technology center's mission by implementing a structured and strategic approach to planning and accountability. Central to this effort is the use of action planning for major initiatives, which ensures that every department is aligned with the district's overarching goals. Each department participates in Performance Projections, where specific goals and focus areas are identified to drive progress within their operational areas. These projects serve as a framework for targeted improvement and help maintain a clear connection between daily operations and the broader mission of the organization.

To ensure alignment and momentum, Pillar Teams, composed of directors and frontline supervisors, meet regularly to monitor and review progress on strategic plan objectives. These teams are responsible for tracking goal attainment, addressing challenges, and adjusting as needed to stay on course. Through this collaborative process, leaders foster a culture of shared responsibility and continuous improvement, translating the strategic plan into actionable steps that guide the entire organization toward fulfilling its mission.

1.1b(3) How do leaders and administrators engage students in the self-assessment process? (writing the self-assessment application)

Leaders and administrators engage students in the self-assessment process by creating structured opportunities for student voice and feedback. One key method involves discussions with the Student Ambassador Group, where students actively participate in conversations about their experiences and perceptions of district programs and services. Results of a recent conversation can be found [here](#). Additionally, feedback from the biannual Student Satisfaction Survey provides valuable insight into the student experience across campuses, offering data that informs the self-assessment application. Further engagement occurs through targeted questions posed during the Superintendent's Advisory Council meetings, allowing students to reflect on and communicate specific areas of strength and opportunities for improvement. These combined strategies ensure that student perspectives are meaningfully integrated into the organization's continuous improvement efforts.

1.2 GOVERNANCE AND SOCIETAL RESPONSIBILITIES

HOW IS THE TECHNOLOGY CENTER GOVERNED AND HOW ARE SOCIETAL RESPONSIBILITIES FULFILLED?

1.2a Organizational Governance

1.2a(1) How does the educational institution ensure responsible governance?

MT ensures responsible governance through accountability, compliance, and continuous improvement. Policy is regularly reviewed, particularly when new laws or regulations are enacted, ensuring alignment with current legal requirements. The Board of Education holds a policy committee on a quarterly basis to discuss and recommend necessary policy updates. Board members also fulfill the continuing education requirements mandated by the state of Oklahoma, promoting informed decision-making. Additionally, the institution designates a Civil Rights Officer who receives annual training to maintain compliance with federal and state laws. Accreditation compliance is monitored by a regional compliance officer, and an annual financial audit is conducted to ensure fiscal responsibility in accordance with legal standards. Together, these practices uphold transparency, legal compliance, and ethical leadership.

1.2a(2) How is the performance of leaders and administrators, including the superintendent and governance board, evaluated?

The performance of leaders and administrators, including the superintendent and governance board, is evaluated annually in accordance with state statute and MT policy. Certified site-level leaders are assessed using the McREL evaluation framework, which emphasizes research-based leadership competencies. The superintendent undergoes an annual evaluation conducted by the Board of Education, ensuring accountability and alignment with organizational goals. These structured evaluations support continuous improvement and uphold high standards of leadership performance.

1.2b Legal and Ethical Behavior

1.2b(1) How are public concerns, related to law, regulatory, and accreditation compliance, with instruction and training, support services, and operations anticipated and addressed?

Public concerns related to law, regulatory and accreditation compliance with instruction and training, support services, and operations are addressed through reference and adherence to state statute, policy and procedures, accreditation guidelines, that are managed by various district leaders. The external website offers one avenue by which an open records request can be submitted. Additionally, there is public-facing access to board policies and public procedures. Moreover, the Open Meetings Act allows for public comments to the board. Board policy 8001 states in part that public concerns not resolved at the administrative level may be appealed to the board, matters should be specific in terms of the actions desired. Board policy also outlines the process for concerns as they relate to student, employee, and other stakeholder rights and responsibilities. Civil Rights and

Title IX concerns follow a similar process which can be found on the district's website. These mechanisms ensure that all regulatory, accreditation, instruction, and support services are held in compliance.

1.2b(2) How is ethical behavior promoted and ensured in all interactions?

State statute, board of education policies to include the code of ethics, and annual compliance training, promote and safeguard ethical behavior. One of MT's core values is integrity. The definition of integrity includes the expectation with the code of ethics compliance. This behavior is established with new employees during the new hire process and reinforced during their tenure. MT's COE requires all employees to acknowledge and sign the expectation of adherence to ethical behavior. All new employees and volunteers complete state and national criminal background checks. New full-time employees must undergo drug testing before employment. Department of Motor Vehicle driving records for bus drivers are conducted annually and on a per employee basis for employees permitted to use district vehicles. Random drug testing for bus drivers is conducted throughout the year, as required by the Department of Transportation (DOT) and Oklahoma State Department of Education (OSDE).

MT has well-defined processes to ensure ethical outcomes related to hiring, as well as employee and student protection from discrimination and harassment. The Human Resources division has constructed a guiding framework that gives hiring supervisors the support they need to ensure compliance with EEOC. All interviews are conducted by a diverse panel that spans various employment categories. Employees can contact the Civil Rights Officer at any time related to discrimination concerns. Students are made aware of their rights and responsibilities through Internet documentation, program orientation, and student handbooks. Faculty and staff are made aware of their rights and responsibilities through training and published documentation available through the district's intranet, KALMS.

1.2c Societal Behavior

1.2c(1) How does the technology center consider societal well-being and benefit as part of strategy and daily operations?

The technology center integrates societal well-being and benefit into its strategy and daily operations through the guiding framework of the Vision 2025 Strategic Plan, which is built upon four key pillars. The foremost priority is academic excellence and quality career training, with a strong emphasis on maintaining a safe, secure, and inclusive learning environment for all students. The second pillar focuses on empowering employees by offering comprehensive health and wellness benefits, along with a salary restructure designed to ensure that all employees earn at least a living wage for Oklahoma City. The third pillar emphasizes community and workforce partnerships, as the center actively supports area businesses through training and professional development initiatives. Together, these strategic priorities ensure that the technology center contributes meaningfully to societal well-being through education, economic development, workforce development, and community engagement.

1.3 STRATEGY DEVELOPMENT AND IMPLEMENTATION

HOW DOES THE TECHNOLOGY CENTER DEVELOP AND IMPLEMENT STRATEGY?

1.3a Strategy Development Process

1.3a(1) How does the technology center district conduct strategic planning?

MT conducts strategic planning through an inclusive, data-informed process that actively engages a wide range of stakeholders, including students, board members, community partners, and workforce representatives. MT's strategic planning process began in October 2021 with the development of the Vision 2025 plan, which is structured around four foundational pillars and corresponding success metrics. The implementation of the strategic plan is continuously monitored through a balanced scorecard that tracks progress toward pillar-specific goals and annual strategic actions. This scorecard supports incremental measurement, prioritizes initiatives, and informs decision-making across all levels of the organization, aligning efforts with the mission of preparing individuals for successful employment and life in a global society.

1.3a(2) How does the strategy development process stimulate and incorporate innovation?

MT stimulates and incorporates innovation by embedding a culture of transformative change within its organizational framework. Through the establishment of Innovation Hubs, staff are invited to actively participate in rethinking existing strategies, exploring new approaches, and contributing to meaningful improvements across programs, services, and processes. These hubs foster cross-functional collaboration where all voices are valued, and experimentation is encouraged—even when it involves risk or failure—as a pathway to progress. Innovation is defined at MT not just as modernization, but as a commitment to evolution that benefits both the institution and the broader community it serves. Guided by principles such as embracing change, sharing ideas, and mentoring others, the Innovation Hubs help ensure that planning remains dynamic, inclusive, and forward-thinking, reinforcing a culture of continuous improvement.

1.3a(3) How is relevant data collected and analyzed to develop information for the strategic planning process?

Feedback was collected using multiple formats such as in-person gatherings, virtual meetings, and surveys to ensure diverse input. Over 700 responses were collected from faculty, staff, students, board members, community members and elected officials. Additional data is accessed through MT's full time student information system (SIS), PowerSchool, the economic and workforce development SIS, Enrole, Client Management System (CMS), HubSpot, as well as numerous reports accessed through CTIMS for WED enrollment, follow-up data, and full-time enrollment.

1.3a(4) What are the technology center's key processes (examples may include enrollment, instruction, training, marketing, human resources, finance, partner relationships, and organizational effectiveness)?

MT's key work processes include, Enrollment and Student Support Services, Instructional Quality, Workforce Development, Marketing & Communications, Human Resources, Business & Finance, District Operations, Safety & Regulatory Affairs, Grants and Information Technology. These processes are interrelated and form the integral system that support the mission and vision of the district.

1.3b Strategic Objectives

1.3b(1) What are the technology center's key strategic objectives and timetable for achieving these objectives?

The district's strategic objectives are encompassed within the strategic plan (see below). These objectives contained within the strategic plan have varying timelines based on a variety of factors. All objectives have a timeline goal of achievement or re-evaluation by the 2025-2026 fiscal year.

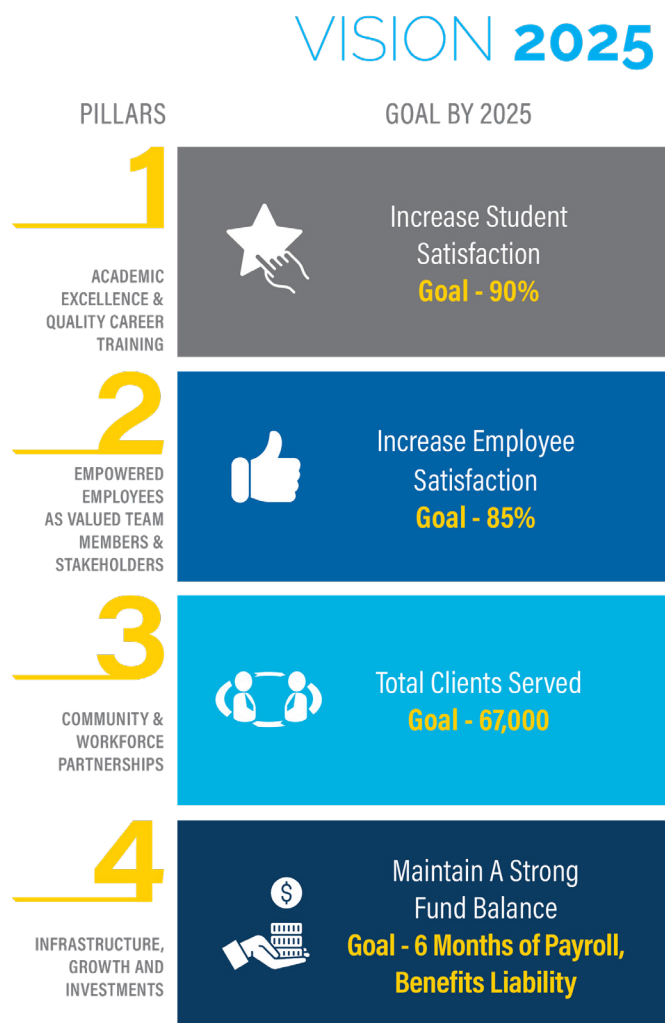


Figure 1.1 Strategic Objectives

1.3b(2) How do strategic objectives achieve appropriate balance among varying and potentially competing institutional needs?

Strategic objectives are designed to achieve balance among varying and potentially competing district needs by prioritizing and aligning educational offerings with economic and workforce demands. The leadership regularly conducts assessments that gather input from students, employers, and community members, ensuring that diverse perspectives inform decision-making. By setting clear, measurable goals, MT effectively addresses pressing workforce demands while maintaining a commitment to student development and program relevance. Prioritizing areas such as leadership development, ethical practices, and financial sustainability allows the organization to allocate resources efficiently and responsibly and respond to emerging trends.

The focus on the integration of industry training and curriculum development ensures that students gain relevant skills while simultaneously addressing local and state employment needs. This strategic alignment helps create balance among competing interests, ultimately leading to a cohesive and responsive educational environment that benefits both the district and the community it serves.

1.3c Action Plan Development and Deployment

1.3c(1) What are the technology center's key short- and long-term action plans?

MT's key short- and long-term action plans are guided by a structured strategic planning process. In the short term, the district focuses on monitoring progress through quarterly updates and ensuring accountability through the work of Pillar Teams. Each team is responsible for tracking measurable outcomes aligned to their assigned strategic goals. In the long term, the district sets five-year goals for each strategic pillar, with annual reviews conducted by Pillar Champions and their teams to assess progress and make necessary adjustments. This cyclical approach ensures that both immediate priorities and long-range objectives remain aligned with MT's mission and evolving needs.

1.3c(2) How are action plans deployed?

Action plans at MT are deployed through a structured leadership system led by Cabinet members who serve as Pillar Champions. Each Pillar Champion is responsible for overseeing a strategic focus area and guiding a dedicated team composed of directors, managers, and frontline supervisors. These teams collaborate to refine action plans, implement initiatives, and update Pillar measures as assigned. This distributed leadership model ensures that strategic goals are operationalized across all levels of the organization with shared ownership and accountability.

1.3c(3) How does the technology center ensure that funding and other resources are available to support the achievement of action plans while meeting current obligations?

MT ensures that funding and other resources are available to support the achievement of action plans while meeting current obligations through a collaborative and strategic budgeting process. Facilitated by the finance department, the senior director of finance works closely with senior directors, associate superintendents, the deputy superintendent, and department and site directors to review prior year budgets and expenditures. This team evaluates current needs and major initiatives to align financial planning with strategic priorities. The preliminary budget is then presented to the Board of Education Finance Committee for review, followed by submission to the full Board of Education for final approval, ensuring both fiscal responsibility and strategic alignment.

1.3c(4) How does the technology center ensure that professional development aligns to short- and long-term strategic goals and objectives and action plans?

MT ensures that professional development aligns with short- and long-term strategic goals and action plans by embedding it as a core responsibility of every director and supervisor. Leaders are empowered to identify specific needs within their teams and the broader organization and implement targeted training opportunities in response. For example, the Finance Department launched a "Finance 101" training series to address a gap in knowledge among administrative assistants. At the district level, professional development is shaped by compliance requirements and employee feedback gathered during the annual professional development day. The overarching goal is to provide just-in-time learning tailored to individual growth plans and organizational objectives, while ensuring alignment with strategic priorities.

1.3c(5) What key performance measures or indicators are used to track the achievement and effectiveness of action plans?

VISION 2025

PILLARS	GOAL BY 2025	STRATEGIC ACTION
1 ACADEMIC EXCELLENCE & QUALITY CAREER TRAINING	Increase Student Satisfaction - Goal - 90%	1A.1. Quarterly, the count of students making progress to complete their career program within the expected timeframe. 1B.1. Improved outcomes of the Student Satisfaction Survey compared to the previous school year's results. 2A.1. 100% of full-time enrolled students receive employment opportunities in relevant workforce training areas. 3A.1. 70% of full-time programs having an up-to-date equipment inventory and a comprehensive list of required equipment. 3B.1. 100% of instructional sites have successfully developed and implemented plans to update program equipment based upon Advisory Committee input. 3C.1. Successful implementation of the recruitment strategy, as evidenced by an increase in the number of new advisory committee members joining and actively participating in committees.
2 EMPOWERED EMPLOYEES AS VALUED TEAM MEMBERS & STAKEHOLDERS	Increase Employee Satisfaction - Goal - 85%	1A. Gather feedback from supervisors on local onboarding checklist and develop a written process document for reference by HR staff and supervisors. 2A. Redevelop succession planning markers to include the creation of leadership development and succession planning systems. 3A. Collaborate with division leaders and supervisors in the creation of a local professional development process that supports employees with pursuit and attainment of individual and division growth goals.
3 COMMUNITY & WORKFORCE PARTNERSHIPS	Total Clients Served - Goal - 67,000	1A.1. Percentage of returning clients in Economic Workforce Development (quarterly) 1A.2. Industry engagement events (quarterly) 1A.3. Adult enrollment (annually) 1A.4. Veterans services (quarterly) 1B.1. Community service enrollments (quarterly) 1B.2. External partner visits (monthly) 2A.1. Marketing and Communications monthly board presentations 2C.1. Number of local organizations and businesses utilizing conference space and classrooms on campus (quarterly)
4 INFRASTRUCTURE, GROWTH AND INVESTMENTS	Maintain A Strong Fund Balance - GOAL - 6 Months of Payroll, Benefits Liability	1A. 100% of Senior Directors and Directors will annually receive budgeting professional development 1B.1. Projected Fund Balance (April/May) 1B.2. Final Fund Balance (June 30th) 2A. Software program tracking work orders 2B. IT monitoring tool 2C. Software program tracking inventory

Figure 1.2

1.3c(6) For these key performance measures or indicators, what are performance projections for the technology center's short- and long-term planning horizons?

MT has identified 5-year goals for each Pillar within the strategic plan. Beginning in FY26 a new process is rolling out with department and site directors to formalize performance projections. This process will ensure alignment with the strategic plan and further cascade the goals of the district through all levels of the organization.

1.3d Action Plan Modification

1.3d(7) How does the technology center establish and implement modified action plans if circumstances require a shift in plans and rapid execution of new plans?

MT establishes and implements modified action plans through the reimplementation of the Align, Plan, Do, Study, Act (aPDSA) model as part of its continuous quality improvement (CQI) efforts. This framework provides a structured process for ongoing evaluation and adjustment. Performance projections are reviewed quarterly in collaboration between departments/sites and district-level leadership, allowing the organization to maintain momentum, respond to changing circumstances, and rapidly execute revised plans when needed. This agile approach ensures strategic flexibility while remaining aligned with long-term goals.

1.4 LEADERSHIP RESULTS

WHAT ARE THE TECHNOLOGY CENTER'S PERFORMANCE RESULTS?

1.4a Leadership, Governance, and Societal Responsibility Results

1.4a(1) What are the results for leaders' and administrators' communication and engagement with personnel, students, business and industry, and other customers/stakeholders?

Results for communication and engagement with personnel, regarding MT has seen a year-over-year positive gain on the Great Places to Work annual employee survey since its reinstatement in 2022 with 88% of employees stating- *Taking everything into account, I would say this is a great place to work.* This is an 11% increase from 2022. In the area of communication, the district has seen a 12% increase in the last three years. The communication indicator measures the extent to which communication between management and employees is effective in inviting two-way dialogue. MT saw a 12% gain in the area of engagement which measures the degree to which people are tuned into their work, give more of themselves and their talents than is required, and act as owners of the district.

Regarding results for communication/engagement with students, surveys since 2022 have tracked the data for the statement "My instructor communicates content and instructions clearly." There has been a positive gain from 84% in 2022 to 93% for FY 25, which indicates that they were satisfied with communication practices. This is a 9% gain over the last three years. Students also indicated a 3% increase in class activities being engaging and purposeful. There was a 2% increase in the availability of the site leaders over the last three years of data. The data is trending in a positive direction as we continue to focus on student communication and engagement.

1.4a(2) What are the results for governance accountability?

MT has a 7-person elected board. The board is governed by a wide range of regulations regarding elections, board member conduct, and student rights. These regulations are

primarily covered by Oklahoma state statute and enforced by OSBE and OBCTE. The OSSBA helps the district ensure that board members are appropriately qualified and maintain necessary continuing education hours. The board also selects and renews the contract of the Superintendent/CEO. The current Superintendent/CEO has been with the district since the summer of 2020. The MT board works with the Superintendent/CEO to effectively set goals, implement policies, and ensure district operations align with the board's vision.

1.4a(3) What are the legal, regulatory, and accreditation results?

MT maintains accreditation with OBCTE (granted in 5-year increments) and OSDE (biannual visits). The district also holds a variety of additional program specific accreditations that can be viewed at metrotech.edu/about/accreditation

1.4a(4) What are the results for ethical behavior?

MT uses a variety of approaches to measure the impact and results of ethical practices. When surveyed, 80% of employees state that leadership shows a commitment to high principled standards and their ability to take actions based on these standards (GPTW 2025). One hundred percent of MT employees sign a Loyalty Oath and district Code of Ethics at the onset of employment. MT conducts regular surveys and solicits feedback from students, clients, faculty/staff, and other stakeholders to gauge their perceptions of the ethical climate within the school district. MT also engages in continuous improvement efforts that include a regular review and revision of district policy, using data to make informed decisions, and seeking external validation through interaction with industry advisors and stakeholders. The results of these reviews are reflected in the district's strategic plan.

1.4a(5) What are the results for societal responsibilities and support of its key communities?

Eighty eight percent of employees have a positive view of the district and its reputation in the larger community (GPTW 2025). MT meets its societal responsibility by producing approximately 650 graduates annually coming from a variety of programs. The district also serves between 150-250 industry clients annually. MT further meets its societal responsibilities through a number of partnerships that help support and advance the mission and vision of the district. One such partnership is with ODCTE in the providing of the AEFL program. The purpose of this program is to assist adults with becoming literate, obtaining the knowledge and skills necessary for employment and self-sufficiency, and obtaining the skills necessary to lead to sustainable improvements in the economic opportunities of their family. Project SEARCH is another partnership program that supports individuals with disabilities to acquire competitive job skills, gain increased

independence, confidence, and self-esteem, obtain on-site and individualized instruction and support, receive job placement assistance after program completion, and gain successful, independent community employment. This program has served 38 adults with disabilities.

1.4b Strategy Implementation Results

1.4b(1) What are results for the achievement of institutional strategy and action plans?

Figure 1.3 depicts MT results related to institutional strategy and action plans.

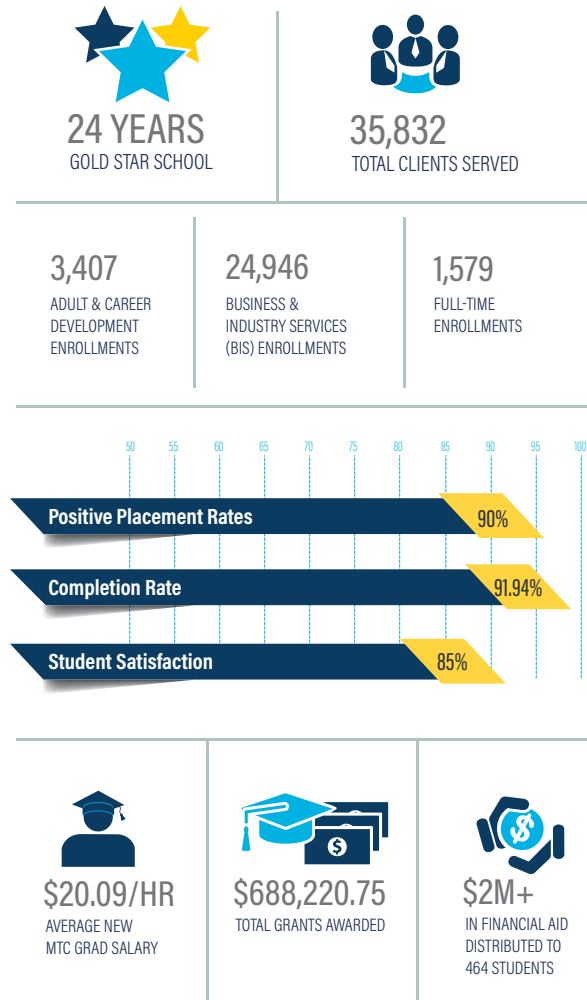


Figure 1.3 Strategy Implementation Results

Standard 2

Instruction & Training

2.1 INSTRUCTION AND TRAINING

2.1a Instructional Planning and Organization

2.1a(1) How is a program/course plan of instruction developed to support learning objectives?

At MT, we are committed to addressing industry needs and ensuring that our short-term and full-time programs align with available certifications and licenses. Accreditation requirements play a critical role in guiding program outcomes for full-time programs, which are measured by analyzing program review data, follow-up data, and certification/licensure pass rates. The instructional planning process is informed by state and national certification/licensure requirements, advisory committee feedback, and industry accreditation standards.

Our Economic and Workforce Development (EWD) team members, including WED/EWD Coordinators, play a vital role in this process by designing courses that analyze industry trends and respond to customer needs. They conduct benchmarking, collaborate with companies and community stakeholders, and develop training programs aligned with desired customer outcomes for all short-term and customized training.

To develop the full-time program curriculum effectively, frameworks are built based on these industry trends and state requirements. The Curriculum and Instructional Support (CIS) department serves as a key liaison between the Oklahoma Department of Career and Technology Education (ODCTE) and instructional staff, closely collaborating with teachers, instructors, and site leadership. Through these partnerships, CIS ensures alignment between program hours, course hours, and academic credit allocation, determining the necessary program structure—such as course names, instructional hours, and areas that may require flexibility for adjustments—before submitting the finalized framework to ODCTE for approval.

Clock hours for MT programs are established by accrediting bodies and the program plan of study from ODCTE. Instructional programs utilize planning tools to assess learning objectives, and teachers employ backward design planning to align certification requirements with instruction, ensuring that what is taught meets the necessary competencies.

Our team of Instructional Design Specialists and Educational Technology Coaches significantly enhances learning quality. They develop instructional materials, vet the curriculum, and facilitate its implementation while creating engaging online learning content and ensuring that syllabi accurately reflect instructional items. Additionally, the team develops assessment tools and conducts needs assessments with instructional staff to identify areas for improvement. Educational Technology Coaches integrate the curriculum into D2L (Desire2Learn), provide training

for teachers on effective gradebook utilization, and support the integration of educational technology to boost student engagement and instructional quality. Both roles prioritize accessibility and inclusivity while remaining current with educational and technology trends to follow best practices.

Teachers utilize certification criteria to identify the essential competencies required for their courses, designing assignments and projects that facilitate the teaching of these skills. Competencies are tracked through formative and summative assessments, and teachers implement curriculum vetted by industry partners to successfully prepare students for the workplace. Collaborating with these industry partners, teachers have structured the curriculum into manageable courses that scaffold skills, enabling students to gain the necessary knowledge and complete competencies promptly. Each program incorporates a capstone project within the plan of study, along with Work-Based Learning (WBL) opportunities, and programs also leverage On-the-Job Training (OJT) when available from industry partners.

2.1a(2) How does the technology center ensure each student/client has the opportunity to participate in training-related work-based experiences? How are student/client work-based objectives developed, implemented, and evaluated to ensure student/client progression and skill attainment?

Work-based learning experiences are embedded into every long-term program. Clinicals, externships, live work, simulation labs, and simulators are available to each program. During course and program development, MT completes a crosswalk of competencies for the program that align with outcomes and industry certification requirements.

MT strives to provide students experience and understanding with all aspects of an industry by providing them access to program-specific lab areas that are as realistic as possible. Where possible, students take part in on-site job observations, clinicals, internships, externships, contests, and other work-based learning to provide them hands-on experience in their industry.

As part of the nursing curriculum, students perform clinicals in a simulation lab to learn skills, patient care and teamwork. Then they participate at hospital clinical sites to practice their skills, including patient care and working with other health care professionals. As students work with actual patients, their performance is graded.

A few other examples include Auto Service and Auto Body Repair having live work and internships when available and Culinary students preparing meals and selling them, in addition to going on internships when available. Cosmetology students have a salon, Graphic Design students do live work for the community and for MT, and the Video and Web Design students record and edit films for special events for MT and Oklahoma City. These students participated in several local film projects, including a project with DreamWorks and the movie Twisters.

Within the Workforce and Economic Development (WED/EWD) division, MT offers a wide range of healthcare and technical training programs, including CNA, CMA, ACMA,

AHA (CPR), EMT, CMA Update, Vet Assistant, MAT, MAT Update, IV Therapy Refresher, CDA, Phlebotomy, Phlebotomy Refresher, Phlebotomy Internship, Pharmacy Tech, and Medical Terminology.

Work-based objectives for each short-term program are developed through collaboration with industry partners, guided by current workforce demands, and aligned with credentialing requirements. These objectives are implemented through simulated clinical environments, externships, and practical skill assessments. Progression and skill attainment are evaluated through competency checklists, instructor observations, industry feedback, and certification exams, ensuring students are workforce-ready upon completion.

2.1a(3) How does the technology center ensure students/clients have the opportunity to attain industry-recognized certifications/licenses, credentials, and other outcomes that demonstrate the skills needed to meet industry-accepted standards?

Each long term program is required to have industry-recognized certification/licenses that students will be eligible to take upon the completion of the program. The three academies provide opportunities to participate in Advanced Placement Exams (APE) and Project Lead the Way (PLTW) certification. MT allocates funds for HS students to take certifications and builds certification costs into tuition for adults. Foundation resources are also available to assist with long-term certification costs. Financial resources are also provided for WED/EWD courses including partnerships with Work Ready and implementing programs such as Temporary Assistance for Needy Families (TANF).

With the addition of BPOC, MT is now providing training for local police departments to send employees or potential employees for training. MT implemented [Truck Driver \(CDL\)](#) training through an agreement with Central Tech in which students completing the courses are certified truck drivers who can immediately go into industry.

2.1a(4) How does instruction recognize and minimize bias and stereotyping? How is instruction adapted for accommodations and/or modifications?

MT provides the following statement on the website and in the Student Handbook and all program specific guides. (It is the policy of the board of education that no person shall, on the grounds of race, color, national origin, sex, gender, gender expression or identity, sexual orientation, age, veteran status, religion, pregnancy, genetic information, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to, discrimination under any education program or service or any other activity for which the board is responsible). [BP-10028 Student Admission Policy for Full-Time Programs.doc](#)

Teachers utilize the Title IV representative for resources as needed. Most accommodations identified by MT can typically be adjusted to fit the scope of the project or as-

signment with minimal additional support required.

MT provides reasonable accommodations and support for students with disabilities covered by the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Individuals with Disabilities Education Act (IDEA). MT is committed to providing full access to students pursuing their career of choice.

[Special Populations Services - Metro Tech](#)

Students are encouraged to submit the appropriate documentation to the Special Populations Coordinator to make their requests known immediately to ensure the proper delivery of services and accommodation.

WED/EWD accommodations and modifications are made when applicable, reasonable, and when consultation with the Special Populations Coordinator occurs.

2.1a(5) How does the technology center ensure instruction and training is monitored for quality?

ODCTE rules, accrediting body standards, MT space in the classroom/lab, equipment, and available resources determine enrollment and class size. MT monitors program effectiveness through program reviews and Site Administrators (SA) teacher evaluations. [Program Review Template](#)

MT assesses programs annually to see if needs are to be addressed, at which point the change is implemented following internal and ODCTE policies. Program reviews ensure continuous improvement.

The program review process, new curriculum review process, and enrollment capacity are reviewed annually. SAs evaluate instructors and meet with programs quarterly to track progress and review the program data. Revisions and continuous improvement are a team effort. Upon identification of a need, the instructor will be informed. CIS and SAs will assist instructors in implementing changes and preparing goals that will move the program toward desired outcomes.

The continuous improvement cycle drives revision decisions. Every program has an advisory committee that looks at the status of each program to make sure that it meets industry requirements and expectations. These advisory committees are made up of a variety of individuals, including other educators, both CTE and academic, administrators, counselors, a variety of industry representatives from their field that are involved in small and large businesses, and former students. Exploratory advisory committees explore trends, outcomes, requirements, and expectations for any proposed new programs prior to program development and implementation.

All programs complete an annual review. This process analyzes data on enrollment, retention, completion, related placement, positive placement, student satisfaction, certification participation rate, and certification pass rate. Administration sets minimum standards, which all programs are encouraged to obtain as established by Gold Star criteria. Great Places to Work Survey and Student Survey results are required to identify gaps within programs and establish criteria for incentive pay.

The Workforce and Economic Development (WED/EWD) division measures program effectiveness through student/client evaluations and the engagement of repeat and new customers. Additionally, WED/EWD coordinators continuously monitor and ensure the delivery of high-quality training. (Refer to 7.1-5 for BIS Satisfaction Rates)

2.1a.(6) How are client-specific (BIS, Dropout Recovery, TANF, and/or Adult Basic Education) instruction and onsite visits conducted and monitored, as applicable?

Onsite visits are conducted by MT, and classes are offered in individual and group formats. The type of client specific instruction programs such as BIS, TANF, AEFL offerings are aligned with the needs of clients in the MT district.

Work Ready collaborates with TANF to establish eligibility. TANF clients attend Work Ready Orientation, when applicable, and are able to enroll in FT and ST programs. This avenue allows them to receive the training and credentials for future employment.

2.1c Resources and Materials

2.1b(1) How are instructional resources, technology, and supplies provided to support the learning objectives of the program/course and meet the needs of students/clients served?

Faculty, IE, SA, finance, and others as appropriate, work to make sure funds are available, and that programs have what they need to be successful. Instructors select their program resources, curriculum, consumables, and supplies. Purchasing processes allow instructors to purchase larger items. These items must be applicable and appropriate for the program.

SAs work with grant funds to purchase equipment and curriculum that programs might need. If a student has needs that could potentially keep them from completing their program of study, the Metro Tech Foundation has processes in place to help students with the items they might need to be successful.

Every classroom has technology in the form of laptop carts, desktop computers, Smart Boards, and the technology specific to their program training. CIS also works to provide new technologies that enhance the current curriculum in each program.

Any additional instructional resources or supplies required for short-term, customized training programs are purchased prior to the start of training, and reimbursed through client invoicing.

2.1b(2) How do instructional resources and supplies meet the needs of students/clients with disabilities needing additional accommodations and/or modifications?

MT works with students and clients with disabilities to provide them with needed modifications and accommodations to be successful in their program or class. MT has a Special Populations Coordinator on staff to assist in finding appropriate accommodations.

MT provides accommodations to students using a variety of methods. Non-equipment accommodations include, but are not limited to additional testing time, an alternate location to study or test, and extended time to complete a program. MT also has a collection of equipment available for students to use as accommodations. This equipment is available for student use. It includes laptops with Dragon software, laptops with text to speech software, voice recorders to record lectures, magnifiers for small text on computers or books, and laptops with a Zoom video telephony.

Special Populations Services - Metro Tech

2.1c Leadership Development

2.1c(1) How do the Career and Technical Student Organizations (CTSOs) align with the desired student outcome?

MT has 100% CTSO membership in FCCLA, SkillsUSA, TSA, HOSA, and BPA. CTSO activities are integrated into the program throughout the year. Activities include a program of work, election of officers, officer installation, community service, conference attendance, competition, and other assignments. CTSO participation involves teamwork, leadership, planning and service. Participation creates an environment that students want to return to – enhancing beyond the work skill they are learning.

CTSO participation allows students to connect with potential employers and create a network to access when looking for work within their field. Many employers are familiar with CTSO and have worked with the CTSOs that serve their field. Seeing that a student was an active participant listed on their resume is a definite advantage.

Skills USA Career Essentials is a curriculum designed to integrate workplace skills (ethics, leadership, responsibility, reliability, integrity, professionalism, and resourcefulness). All CTSOs at MT can use this online curriculum if they choose.

2.1c(2) How are CTSOs marketed to students?

Teachers utilize the returning students, especially district, state, and/or national officers who are currently in their program to market CTSOs to new students. CTSO groups host a day at their prospective sites. They show videos, have guest speakers, review the benefits and the certificates/awards that can be earned, as well as leadership and skill competitions.

Additionally, attendance at Fall Leadership Conferences encourages and motivates students to become more involved. Some campuses elect a campus leadership team to allow for a higher level of responsibility and interaction between the classes and CTSOs for the site. CTSO award winners are recognized at end-of-the-year award programs and at the start of school assemblies. Additionally, their banners are displayed in the classroom. CTSO activities are showcased through the marketing department to highlight activities and successes.

2.1c(3) How are CTSOs integrated into the curriculum?

Many programs have CTSO days where their classes participate in service projects, have guest speakers, and do activities that have student-led activities. Many programs work together in cross-curricular programs or projects as part of their CTSO curriculum integration.

Instructional Staff utilizes instructional time to integrate career skills within the CTSO. Many programs work together in cross-curricular programs or projects as a part of their CTSO curriculum integration. An example is the tree planting and butterfly structure project along the walking trails at the Springlake campus in 2024. Each CTSO participates in local parades. Campus leadership, the CTSO coordinator, and advisor plan and execute installation ceremonies at most sites.

2.1c(4) How does the technology center encourage and support participation/leadership opportunities throughout their district?

All programs elect officers, have committee leadership positions, and class leaders to help give students the opportunity to grow their leadership skills. All students are encouraged to run for district and state officer positions. Those students receive support to prepare them for these roles. An MT committee designates the selection of 20 Ambassadors from across the district who serve the district in many ways from recruiting activities, serving as volunteers at many district-sponsored events, and helping promote their programs. Selected students from each site sit on the SSAC. They have provided the Superintendents valuable feedback on what is working and what student experience improvements are needed. A feedback implementation example is the remodel at the Aviation campus with new furniture. Another example is the implementation of the MT food truck addressing lack of access to food at the South Bryant and Aviation campuses.

The MT leaders and administration encourage and support students running for CTSO district, state, or national office by funding expenses not supported at each level, allowing the teacher and/or CTSO coordinator to take or travel with the student to events. MT provides funds for class presidents to participate in the Fall Leadership Conference. Teachers can have the class officers plan and raise funds for everyone to go if they choose. A CTSO coordinator position was implemented in 2018 by leaders and administration to assist teachers with the extra duties required to have active CTSO involvement with fewer classroom planning interruptions. The Marketing and Communications department assists with campaign displays when needed. The Career Services team works with students assisting with mock interviews, presentation practice for public speaking, and other areas teachers request.

2.1c(5) How does the technology center encourage and support participation/leadership opportunities beyond the local level?

MT supports students competing in state events and pays for overnight travel if needed. MT also funds student's attendance at nationals if they place first at state. A CTSO scholarship is also available to students who place at state and/or serve in a state office.

MT leaders and administration promote and support students running for state or national office by funding expenses and by allowing the teacher and/or CTSO coordinator to accompany the student to events. The Metro Tech Foundation offers a \$100 gift card for discretionary use by the student who placed 1st at state and attends the national conference.

2.1c(6) How does the technology center ensure student organizations and members employ ethical practices and professional conduct while participating in organized activities and events?

All students receive training to be professionals in their fields. Teachers implement expectations for their classroom and classes when participating in all activities. Students receive reminders of these expectations before each activity. The CTSO Handbook provides guidance for student expectations.

Student members sign a contract when running for office at any level or competing. MT teacher advisors monitor adherence to the contract, which includes proper use of social media, conduct at sending school (if applicable), conduct in program, and interactions with others (peers, professionals, and guests). Failure to adhere to the standard may result in removal from the event, office and/or being sent home at student's expense from non-local events. If needed, the CTSO coordinator attends events with teacher advisors to monitor students. A handbook with teacher advisor responsibilities at CTSO events is continuously updated. A parent/guardian meeting is held before competing in all events to ensure that parents/guardians and students understand the code of conduct.

2.1c(7) How does the technology center ensure student organizations develop and carry out their programs of work?

All CTSOs receive support through budgets dedicated to CTSO participation, permitted fundraising opportunities, and scheduled time to carry out their programs of work. Student leaders and teacher advisors work together to develop the class/department program of study. Programs of study are incorporated to include CTSO content. The program of study can lead to an industry-recognized credential or certificate. In addition, the CTSO coordinator assists with needs and helps programs work toward a program of excellence through their CTSO. Teacher Advisors review the program of study and assist with progress as needed.

2.2 STUDENT LEARNING RESULTS

2.2a Instruction and Training Results

2.2a(1) What are the results for learning and customer service processes designed to meet the needs of students, business and industry, and other customers?

STUDENT SATISFACTION RATE	FACILITIES	FINANCIAL AID	INSTRUCTION	STUDENT SERVICES	TRANSPORTATION
Aviation	98.1%	92.7%	96.8%	94.8%	100.0%
Business & Tech	97.7%	91.9%	96.2%	96.8%	95.6%
Early Education	95.1%	100.0%	96.4%	95.5%	98.2%
Evening	95.2%	86.4%	92.4%	91.2%	100.0%
Extension	96.1%	N/A	94.6%	94.5%	100.0%
Health	98.2%	89.9%	97.5%	97.2%	96.3%
South Bryant	96.2%	90.9%	93.7%	95.9%	94.2%
STEM	98.2%	N/A	94.9%	95.9%	95.5%

Figure 2.1 Spring 2025 Student Survey Results by Instructional Site

COMPETENCY EXAMS

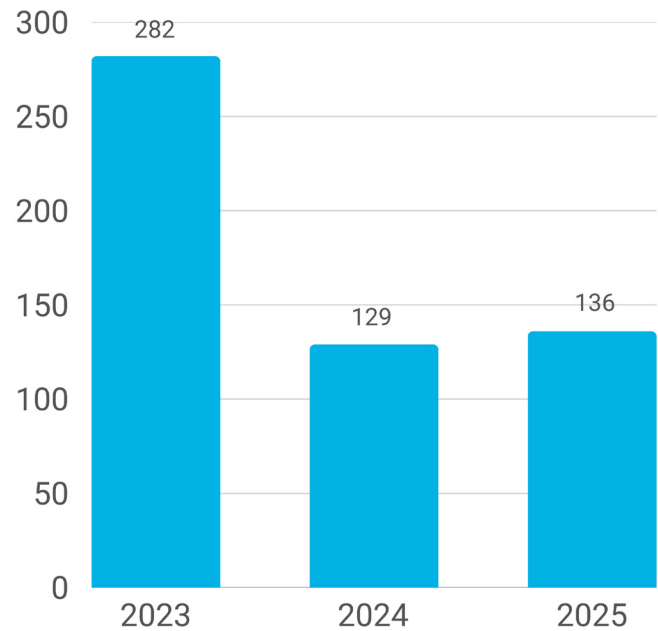


Figure 2.2 Competencies/Knowledge and Skills

COMPLETION/RETENTION RATE	FY22	FY23	FY24
Secondary	80.20%	91.74%	89.86%
Adults	84.80%	93.16%	94.02%
All Students	82.50%	92.45%	91.94%

Figure 2.3 Completion/Retention Rate

BIS/ACD CLASS ENROLLMENT	FY23	FY24	FY25
Adult Career Development	5,103	3,407	1,050
Industry Specific	29,455	21,351	8,176
Total	34,558	24,758	9,226

Figure 2.4 BIS/ACD Class Enrollments

Standard 3

Support Services

3.1 STUDENT SUPPORT

HOW DOES THE TECHNOLOGY CENTER OBTAIN INFORMATION ABOUT ACADEMIC AND CAREER GUIDANCE AND ADVISEMENT?

3.1a Performance Measurement

3.1a(1) How does the technology center assess appropriate placement within instruction and service offerings? How is this information communicated?

High school students are selected for programs through a comprehensive review process that considers their application, a one-on-one interview that may also serve as a career advisement session, input from partner school counselors, academic performance, and attendance. Adult students are evaluated based on their application, ACCUPLACER or equivalent test scores, participation in a career advisement session, and successful completion of required prerequisites when applicable. All applicants, including both high school and adult students, are assessed using a standardized scoring rubric. High school students who require pull-out math support are identified by their partner school counselors. Students with an Individualized Education Plan (IEP) or a 504 Plan are identified through EdPlan, counselor referrals, or self-disclosure. The Special Populations Liaison reviews accommodation needs, shares relevant information with instructors and site counselors, and participates in annual IEP meetings at partner schools when invited. Adult students seeking accommodations must self-disclose and provide appropriate documentation of a disability. Information about the application process and how to request accommodations is available on the MT website.

3.1a(2) How does the technology center ensure all students have an updated individual career plan and/or Perkins program of study on file that is reviewed regularly? What is included on a student's individual plan?

Career advisors provide personalized guidance to prospective students throughout the admission and enrollment process. For secondary students, advisors work collectively with parents, counselors, and other stakeholders to ensure individualized career and academic development, which includes integration with Individual Career Academic Plan(ICAP)activities conducted through the sending schools. For adult students, advisors initiate individual career plans, which transfer to programmatic counselors and maintained throughout the students' program of study. In addition to documenting student preparedness at the point of initial enrollment, the individual career plans record educational objectives and career goals, needs assessment feedback, and acknowledgment of student expectations. A variety of tools and resources, including career exploration assessments

through Oklahoma Career Guide and programs of study developed in collaboration with high schools and college partners, supplement individual plans. Program counselors document and monitor student academic performance and progress toward completion while maintaining a Plan of Study within the Student Information System (SIS).

3.1a(3) How does the technology center ensure effective transition to advanced credentialing or postsecondary studies?

Site counselors meet with students each year to support re-enrollment or to discuss their next steps following program completion. They assist students with planning for and applying to postsecondary education including discussions of eligible coursework for college credit. In addition to scheduled meetings, site counselors are available throughout the year to provide individualized guidance for students seeking this type of support.

3.1a(4) How does the technology center ensure equitable access to support services and provide responsive services?

The Metro Tech Foundation, Counseling Services, and Special Services teams meet with all students during welcoming assemblies to introduce and explain the support services available to them. Instructors receive annual training on these services and have real-time access to student accommodations and support plans through the Student Management System (SMS). A digital Special Services Request Form is available to both students and instructors, providing continuous access to request support tailored to individual student needs. MT also develops Section 504-based plans for qualified adult and high school students who are not otherwise served, including homeschooled students. MT deploys annual surveys seeking student feedback to improve support services ([link](#)). MT employs bilingual team members to assist with recruitment and advising sessions for English language learners as needed. Additionally, MT meets ADA guidelines for accessibility of services and physical spaces through the district.

3.1a(5) How does the technology center collaborate with partner schools regarding student information (examples – IEPs, 504s, health plans, credentials/certificates, etc.)?

MT holds regular meetings with staff from partner school districts to support the planning and transfer of special services and health-related information. This process includes the use of collaboratively developed documentation to ensure the accuracy and consistency of shared information. MT provides quarterly progress reports to partner schools, including detailed updates for students with disabilities. Staff also participate in amendment and annual meetings for incoming students with disabilities and implement accommodations and services based on decisions made by the partner school's IEP or 504 team. Site counselors maintain ongoing communication with partner schools through email or phone regarding

academic performance, attendance, behavior, or mental health concerns. All communications are documented in PowerSchool logs to ensure continuity of support.

3.1b Academic Integration and Enhancement

3.1b(1) How does the technology center ensure academic credit courses adhere to state/federal legislation/guidelines annually?

MT ensures that all academic courses align with state standards by adhering to the Metro Tech Academic Credit Guide ([link](#)), which supports both Oklahoma's Promise and high school diploma pathway requirements. Each spring, courses are reviewed to verify compliance with OCAS codes, instructional hour requirements, and guidelines established by the Oklahoma State Department of Education (OSDE) and the Oklahoma Department of Career and Technology Education (ODCTE). All course approvals are subject to final approval by the Metro Tech Board of Education. Academic courses are aligned with OSDE state standards, while industry-specific programs follow ODCTE requirements. All instructors hold appropriate state certification to ensure instructional quality and compliance.

3.1b(2) How do career and technology education instructors develop strategies for integrating academics and other essential skills into program instruction?

Career and technology education (CTE) instructors integrate academic content and essential employability skills through graded work-based learning experiences and a balanced combination of classroom instruction and hands-on training. To support effective, standards-aligned teaching, instructors receive ongoing guidance from educational technology coaches, instructional design specialists, and site leadership. New instructors participate in the Oklahoma Department of Career and Technology Education (ODCTE) New Teacher Academy, where they gain foundational knowledge and resources to support high-quality CTE instruction. This collaborative and well-supported model ensures that instruction remains relevant, rigorous, and aligned with both academic standards and industry expectations.

3.1b(3) How do the instructors assist in determining goals and selecting materials and instructional aids used for integrated academic skills development?

Instructors receive support in setting instructional goals and selecting materials that promote the development of integrated academic skills. This process is informed by collaboration with advisory committees and site leadership to analyze data and enhance program outcomes. The Curriculum and Instructional Support department facilitates a formal curriculum review process, utilizing a Curriculum/Textbook Effectiveness Rubric ([link](#)) to guide instructional improvements. Site leaders, instructional design specialists, and educational technology coaches

provide targeted support and resources throughout this process. Additionally, instructors compare their instructional practices and materials with those used by other CareerTech Centers to ensure alignment with industry best practices and to support continuous improvement.

3.1b(4) How do students understand the purpose for integrating academic instruction into their career preparation training?

As instructors go through the course syllabi, they convey to students the reason for each of the content areas that are studied. Academic instruction is an active collaboration between industry, instructional staff, curriculum staff, and administration. Instructional staff work with students to target the career the student needs training for and work to ensure that each student has an individualized path to meet their career goals. Within these pathways, instructional staff also use instructional strategies to reinforce the reading and math skills that are also needed to be successful in each program area. Integrating hands-on skills allows students to see academic skills in a new way that is often easier to comprehend. Academic instruction at MT is a collaborative effort involving industry partners, instructional staff, curriculum specialists, and administration to ensure relevance and rigor.

3.1b(5) How do students receive academic instruction through a variety of delivery methods/systems?

All MT programs incorporate a variety of instructional delivery methods to meet diverse student learning needs. These methods include interactive, hands-on and project-based learning, as well as teacher-led demonstrations and lectures. Instruction is personalized to accommodate individual learning styles. MT also leverages technology through the use of an online Learning Management System (LMS) and interactive instructional boards that support reading, writing, and research activities. Work-based learning strategies are integrated into the instructional model to provide students with real-world exposure to their chosen careers and the range of opportunities within those fields. In some cases, field experiences lead to on-the-job training offers or full-time employment upon program completion.

3.1b(6) How does the technology center assist students in preparing for student organization academic skills demonstrations/competitive events, industry credential exams, high school equivalency testing/end of instruction exams, certification exams, college admissions testing, and/or access to community instructional resources?

MT supports student success by embedding instructional methodologies that align with industry certification and licensure requirements in each program. Instructors use both formative and summative assessments that reflect the competencies needed to pass certification exams. In addition, hands-on skills practice is incorporated to prepare students for the practical components of these exams.

Students gain broader technical experience through clinical rotations, simulation labs, and on-the-job training opportunities. These experiences enhance their readiness for the real-world demands of their chosen careers. CTSO events further prepare students by offering opportunities to demonstrate skills under pressure, develop leadership abilities, and simulate real-life work environments. Some programs also participate in external competitions such as ProStart, Entrepreneurial Pitch Nights, and journalism events hosted by industry and higher education partners. MT's Testing Center provides students with access to a wide range of credentialing and certification exams, including community-based testing services such as WorkKeys and ACCUPLACER. Testing accommodations are available upon request for students who provide appropriate documentation. Site counselors and the Special Populations Department offer personalized strategies and support for students managing test anxiety. For community members seeking a high school equivalency diploma or English as a Second Language (ESL) instruction, MT offers eight-week courses available during both daytime and evening hours. Additionally, the Empower program, launched in fiscal year 2025, provides Temporary Assistance for Needy Families (TANF) recipients with the opportunity to enroll in MT courses. Currently, several students are participating in truck driver training through this initiative.

3.1c Placement

3.1c(1) How does the technology center assist students in learning about current trends in the labor market and in developing job search skills?

MT utilizes OK Career Guide for career exploration in the admissions process and as a resource to students. Many programs have students research their career area and work towards gaining these skills in their capstone courses. Counselors provide opportunities to gain preparation through resources and transition fairs. Advisory committees assist instructors in the current trends students need to be aware of to be successful. Site Counselors and Student Liaisons are available to work with students on resumes, cover letters, and interview skills.

3.1c(2) How does the technology center ensure all students have access to postsecondary education and training options?

Throughout the school year, MT demonstrates a strong commitment to providing students with access to a variety of postsecondary education and training opportunities. MT hosts an Education Fair allowing students to directly engage with college representatives, learn about academic programs, and explore admissions pathways. In addition, scholarship workshops are held to guide students through the process of applying for financial aid and writing effective scholarship applications. ASVAB testing sessions are offered four times throughout the year for students interested in joining the military, supporting their potential career and educational goals.

3.1c(3) How is interaction with business and industry (outside of on-the-job training – OJT), postsecondary, and military representatives incorporated into student training experiences?

MT incorporates interaction with external partners through several strategic initiatives. Career Fairs and collaboration with Onward OKC enables students to connect with local employers, industry professionals, and military recruiters. Guest speakers from various fields visit classrooms to share insights into their professions and discuss industry expectations. These events provide students with direct exposure to real-world opportunities and help build their understanding of workforce demands. All students can interact with business and industry through advisories, internships, live work, field trips, tours, CTSO participation, and guest speakers. Each program advisory involves their members in the classroom and their students at their places of employment. MT's Site Counselors and Student Liaisons work with all programs to ensure students have access to post-secondary and military resources. The ASVAB is also administered yearly at both South Bryant and Springlake campuses, and results are interpreted to all test-takers. MT is currently working with area colleges through articulation agreements to help students use their current certifications and skills training for college credit. Students also engage with college representatives through college and career fairs as well as representatives coming to programs to talk about their offerings. In partnership with OCPD, OCFD, EMSA, MERC, RMRS, and military personnel, Metro Tech coordinates an annual Emergency Crisis Response Exercise for an active shooter simulation. Public Safety, Healthcare, Digital Cinema, and Cosmetology students participated, practicing emergency response, medical care, special effects makeup, and by documenting the event. The Health Careers Center served as a simulated hospital, including patient transport, exams, and surgeries. Coordinated by instructors in Health Careers since 2008, the exercise enhances readiness and collaboration among students and first responders. A mental health debriefing followed, addressing trauma and preparedness.

3.1c(4) How does the technology center inform students of placement opportunities, including job openings, military, and scholarship information? Is job search assistance, including referral services, accessible to all students?

Job openings, military opportunities, and scholarships are regularly communicated by instructors, who receive daily and weekly updates. This consistency ensures that students remain aware of new and ongoing opportunities. Also, MT maintains strong communication with instructors as we transition from the Twelve Twenty job board to a new platform, reinforcing our commitment to timely, personalized job placement support. Job search assistance is accessible to all students including referral services, resume writing workshops in partnership with Goodwill Industries, and interview preparation sessions such as mock interviews. These services are designed to build students' confidence and job readiness, ensuring equitable access to job search support across all programs.

3.1c(5) How are all students informed and provided assistance following program completion to support job placement, refine search strategies/skills, and develop retention skills for continuing employment?

Instructors work with students during their capstone on job readiness skills. The CTSO Coordinator provides support and resources to students. Students can request assistance through their instructor, site counselor, or student liaison. MT's Counseling and Special Populations department also provides resources and support to students to prepare and assist them in college and career placement. Post-program support includes ongoing job placement services, resume updates, and guidance on refining job search strategies. Communication is maintained with both instructors and students even after completion, offering resources and follow-up services to help graduates transition into employment. Mock interviews, industry-specific preparation, and direct referral assistance are key components in helping former students secure and retain meaningful employment.

3.2 COMMUNICATION, MARKETING AND ENGAGEMENT

HOW IS INFORMATION OBTAINED FROM STUDENTS, BUSINESS AND INDUSTRY, AND OTHER CUSTOMERS/STAKEHOLDERS AND USED TO MEET THEIR NEEDS AND BUILD RELATIONSHIPS?

3.2a Communication Groups & Methods

3.2a(1) How are customer groups and market segments determined?

MT identifies its primary customer groups and market segments through the integration of geographic and industry-aligned data. A core part of this process involves analyzing Oklahoma City Public School District boundaries and tracking high-interest zip codes using CRM-based metrics such as inquiries, applications, and website traffic. These insights allow the institution to strategically tailor outreach efforts for direct mail campaigns, digital marketing, and resource allocation to meet the needs of prospective students in targeted communities. Beyond geographic analysis, MT ensures its programs and messaging remain responsive to evolving business and industry needs. The institution actively reviews labor market data, workforce development trends and direct feedback from industry partners to guide program alignment, career pathways, and marketing initiatives. This alignment ensures that MT remains at the forefront of workforce preparation in high-demand fields such as the development of [Metro Tech's Nursing Simulation Lab](#) to train more healthcare professionals.

The findings and outreach strategies are synthesized annually in the [Marketing and Communications Plan](#). This comprehensive document includes clearly defined customer segments, strategic goals, measurable objectives, and targeted engagement strategies. It is presented to the Metro Tech Board of Education and its Communications Subcommittee to support data-driven decision-making and continuous improvement.

MT also maintains a robust community presence through civic engagement by staff and instructors who serve on municipal, nonprofit, and workforce boards. A significant part of this outreach includes active partnerships with several chambers of commerce. These relationships foster dialogue, collaboration, and shared objectives that enhance Metro Tech's responsiveness to community and employer needs.

Chambers include:

1. Greater Oklahoma City Asian Chamber of Commerce
2. Spencer Chamber of Commerce
3. Greater Oklahoma City Chamber of Commerce
4. Greater Oklahoma City Hispanic Chamber of Commerce
5. South Oklahoma City Chamber of Commerce
6. State Chamber of Oklahoma
7. Oklahoma Black Chamber of Commerce – a key partner housed on Metro Tech's Springlake Campus

These partnerships help amplify MT's presence across diverse communities and ensure its programming and communications remain inclusive, relevant, and aligned with economic development priorities in the metropolitan area.

3.2a(2) How does the technology center determine and implement methods and media appropriate for each targeted audience, to include individuals with disabilities, nontraditional students, English Language Learners, and minorities?

MT employs a comprehensive, multi-channel outreach strategy that blends digital storytelling, traditional advertising, and strong community partnerships to engage prospective students and historically underserved populations. A cornerstone of this strategy is authentic social media engagement, where MT highlights student success stories, cultural celebrations, civic collaborations, and key events in real-time. Social media platforms are used to amplify outreach in Spanish such as [ESL](#) and GED classes, and [business assistance classes](#), to increase visibility, and celebrate diverse communities served by the district.

These efforts are complemented by traditional media placements, including billboards, digital displays, and bus benches in high-traffic areas across Oklahoma City. Strategic billboard locations extend MT's physical presence across North, South, East, and West OKC. These placements are guided by CRM data that identifies high-interest zip codes and are intentionally selected to reach underrepresented and multilingual communities. Additional media strategies include Spanish-language radio and television advertising through trusted media partners like Telemundo and La Zeta, further enhancing [culturally relevant communication](#).

MT's social media platforms actively promote and document major community-focused events, reinforcing the district's role as a hub of civic engagement. For example, events such as Perry Broadcasting's Women of Color Expo and the Urban League's Expungement Expo are covered through radio and across social media expanding reach and community impact. For [Hispanic Heritage Month](#), the district also showcases its involvement in culturally significant celebrations like Fiesta de las Américas and Día de los Muertos through digital storytelling that includes behind-the-scenes content, student features, and event highlights. During [Black History Month](#), MT highlights student-led programs, guest speakers, and campus-wide activities that celebrate African American history and culture. These efforts—including celebrations for [Asian American and Pacific Islander \(AAPI\) Heritage Month](#), and Native American Heritage Month—are featured through video recaps, photo galleries, and quotes from participants, amplifying student voice and reflecting the district's commitment to diversity and inclusion. Health-focused initiatives like Integris' Hispanic Health Fair are similarly promoted online, offering visibility to on-campus services while reinforcing trust within the Latino community.

MT also uses social media to elevate veteran-focused events, such as the [Oklahoma Department of Veterans Affairs' Making the Connections Conference](#), the [VA's Community Engagement Day](#), and the [Veteran's Service Dog Resources Expo](#), all hosted on MT campuses. These posts recognize the district's partnerships and highlight services available to [veteran students](#) and families, while celebrating the contributions of [veteran staff](#) and [alumni](#) through personal spotlight stories and videos.

In support of students with disabilities, MT features its Project SEARCH program across digital platforms, using [video](#) and [visual storytelling](#) to showcase student growth, [on-the-job learning](#), and the impact of this collaboration with the Oklahoma Department of Rehabilitation Services. Participant testimonials and highlights from Project SEARCH internship milestones are regularly posted to increase program awareness and reinforce MT's commitment to inclusive education.

Through this integrated approach of targeted advertising, social media engagement, culturally relevant messaging, and strategic partnerships, MT ensures that its outreach efforts are inclusive, responsive, and community-centered. These efforts not only inform but also inspire trust and connection with diverse audiences across Oklahoma City.

3.2a(3) How do students, business and industry, and other customers/stakeholders seek information and support?

Students, business and industry partners, and other stakeholders seek information and support through a variety of tailored communication channels. MT provides timely information via its website, social media platforms, email campaigns, and text messaging to reach students, parents, and staff directly.

Web Traffic January - June 2025

556K Views **1m37s**

Average engagement time per active user

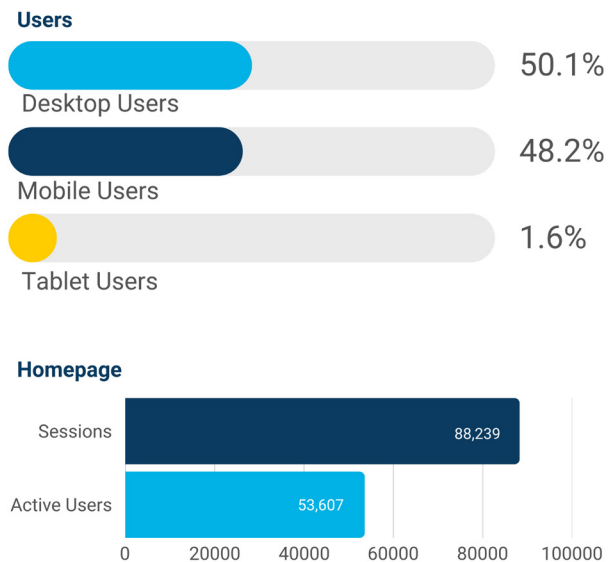


Figure 3.1 Web Traffic Active Users

Business and industry partners engage with us through our Economic and Workforce Development team, program-specific contacts, and biannual Program Advisory Committee meetings, which ensure ongoing collaboration and alignment with industry needs. Our CRM system supports these efforts by tracking inquiries and engagement, and includes a distribution list of more than 13,000 contacts who receive our weekly newsletter, keeping stakeholders informed and connected. Our new implementation of QR codes has proven effective as seen in Figure 3.2.

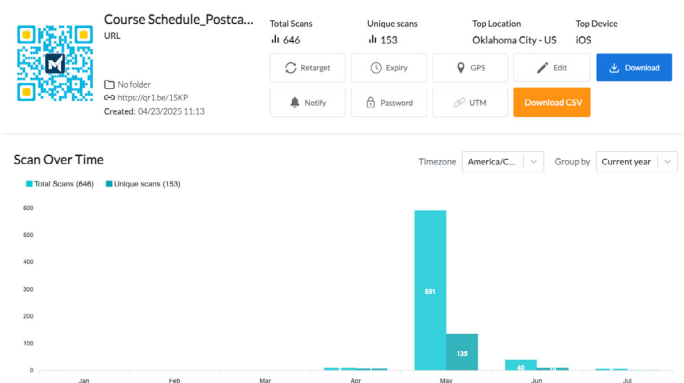


Figure 3.2 QR Codes Total Scans

3.2a(4) What is the technology center's social media policy and how is it implemented?

MT's Social Media Policy was revised and renamed [Digital Communications and Social Media \(BP-8007\)](#) in November 2024 to align with new legislation that took effect July 1, 2024. The policy mandates that communication with minor students occurs only through sanctioned platforms like Outlook, Teams, BrightArrow, and official District social media accounts. Any communication outside of these approved platforms requires parent/guardian inclusion. The policy is implemented through regular staff training, administrative oversight, and clear guidelines that protect student privacy, ensure responsible digital engagement, and uphold the district's public image.

3.2a(5) What is the technology center's social media policy and how is it implemented?

MT communicates with personnel using a multi-channel approach that includes email newsletters, text alerts, the district website, and official social media platforms. These communication efforts are governed by [Board Policy 8007 – Digital Communications and Social Media](#) which outlines expectations for professional and responsible use of digital platforms, and [Board Policy 2025 – Communication](#) which establishes procedures for disseminating timely and accurate information to internal and external stakeholders.

New employees are introduced to these systems during onboarding, including instructions on how to sign up for emergency alerts. The onboarding process ensures that all staff are included in the district's primary communication channels from the outset.

MT monitors the effectiveness of communication tools using analytics. For instance, engagement and delivery data from the [Weekly Newsletter](#) and the Emergency Messaging Report are used to assess reach and responsiveness. These analytics help ensure that messages are delivered efficiently and reviewed regularly for improvement.

The district also maintains a [Crisis Communications Plan](#) that details the steps for managing communication during emergencies. This plan assigns roles, establishes protocols, and ensures consistency in messaging to staff and other stakeholders.

Communication-related policies and procedures are reviewed annually to reflect updates in best practices, state and federal legislation, and organizational needs. When specific communication matters require additional input, they are presented to the [Board of Education's Communication Subcommittee](#) for review and direction.

3.2a(6) What methods are used to educate faculty/staff regarding their role in the practice of effective communications and marketing?

MT provides targeted training to faculty and staff to ensure a clear understanding of their roles in supporting effective communications and marketing. These trainings are delivered through annual professional development days and internal meetings and are designed to build awareness, skills, and alignment with district-wide communication strategies. Topics covered during these sessions have included Crisis Communications appropriate use of social media and Class Intercom procedures for submitting Marketing and Communications job requests, and training

on Bright Arrow - the district's mass messaging platform used for texting staff, students, and families.

In addition to general staff training, the Marketing and Communications team regularly presents at administrative council meetings to reinforce the importance of consistent branding across departments. These sessions—highlighted in the [Presentation on Branding](#)—emphasize how every employee's actions and communications contribute to MT's public image and stakeholder perception. Through these coordinated efforts, staff members are equipped with the tools, processes, and expectations needed to represent MT professionally and consistently in both internal and external communications.

3.2b Relationships

3.2b(1) How are relationships built and managed with students, business and industry, and other customers/stakeholders?

MT supports and builds relationships with community partners and business and industry, as well as, strengthens relationships with program staff/students. The eighth Grade Expo with OKCPS and OCCC introduces students to careers and begins a foundation of their relationship with MT. Metro Tech career advisors build relationships with students when they first come on campus or meet with them at their sending schools. These relationships are strengthened upon enrollment. Meetings, guest speakers, internships, MT advisory committees and industry relationships build connections with students and instructors. MT values a student's voice and choice in selecting a career path. Students are introduced to programs starting as young as 4th grade through our Tech Trek summer camp. Students rotate through a variety of programs so they can better hone in on what they desire to do for a career in the future. MT also is embedded into two middle schools and three high schools. The middle school programs are exploratory programs that help students envision a future path. The sophomore showcase brings in 10th grade students from our sending schools to see what programs we offer. It also gives them an opportunity to talk with staff and students to help them gain a insight into the program itself. MT builds and manages relationships with students, business partners, and stakeholders through consistent engagement and personalized consulting. Our team collaborates closely with clients to assess needs and develop customized training solutions, offering flexible support such as on-site consultations and curriculum adaptation. Programs like the Oklahoma APEX Accelerator provide specialized assistance to help businesses succeed in government contracting. Ongoing communication, feedback collection, and performance evaluation ensure that services remain effective, responsive, and aligned with client goals.

3.2b(2) How are students', business and industry, and other customers'/stakeholders' complaints/concerns managed?

• How are formal complaint records managed?

MT provides an outward-facing Complaints, Inquiries, or Suggestions form on its [website](#), allowing students, business and industry partners, and other stakeholders to submit feedback. Each submission is automatically logged into the website's database and simultaneously emailed

to the Manager of Marketing and Communications. The Manager then forwards the complaint to the appropriate department or individual for follow-up; all records remain accessible in the database for reference or reporting purposes.

3.2c Recruitment and Enrollment

3.2c(1) How does the technology center ensure enrollment and class sizes are in compliance with ODCTE guidelines?

Capacity for each program is pre-determined, based on ODCTE guidelines. MT re-enrolls returning students in January in order to have a clear idea of how many seats will be available in each program, and selects numbers of new students based on that information. Before students are exported from Hubspot to Powerschool, spreadsheets are shared on TEAMS between site counselors and the recruitment team so they can update enrollment numbers or address a student canceling their application or dropping from their current program.

3.2c(2) How are new secondary and adult students, business and industry, and/or clients actively pursued?

New secondary and adult students, as well as business and industry clients, are actively pursued through a combination of targeted outreach and relationship-building strategies. MT leverages previous client connections and referrals, and we maintain updated contact information for customized training inquiries on the [MT website](#) to encourage direct engagement. We also identify and reach out to prospective clients through market research, participation in community and industry events, and collaboration with local chambers and workforce partners. These efforts are supported by consistent follow-up and tailored communication to ensure specific training and development needs are addressed.

3.2c(3) How does the technology center ensure that it serves a reasonable number and a representative cross-section of businesses in their district?

MT ensures it serves a reasonable number and a representative cross-section of businesses in its district through program-specific advisory committees that meet twice annually, regular labor market analyses, and strategic engagement with local stakeholders including our partnering districts. We are active members of the Greater OKC Asian Chamber, Black Chamber of Commerce, Spencer Chamber, Greater OKC Chamber, Greater OKC Hispanic Chamber, South OKC Chamber, and the State Chamber of Oklahoma, with personnel engaged in each. To further strengthen our connections, we host legislative and business & industry breakfasts, and partner with hundreds of organizations to hold events at our conference center, providing ongoing opportunities to hear directly from diverse business leaders across the region.

3.2d Listening

3.2d(1) How does the technology center listen to, interact with, and observe current students, business and industry, and other customers/stakeholders to obtain actionable information?

MT is committed to actively listening to and engaging with students, business & industry partners, and community stakeholders through a variety of channels to gather meaningful feedback that informs continuous improvement. Staff interact directly with students and clients during orientations and scheduled visits to build rapport and foster open communication. Regular review of attendance, completion, and performance data helps identify trends and areas for enhancement. Ongoing engagement through phone calls, emails, client meetings, networking events, and evaluations from training sessions ensures MT remains responsive to evolving needs and can adapt programs and services accordingly. Student insight is gathered through formal structures such as the Superintendent's Student Advisory Council, where participants share feedback on instruction, campus life, and support services. This input, documented in official meeting minutes, plays a vital role in guiding strategic planning. Similarly, MT sustains strong partnerships with business and industry leaders through Program Advisory Committee Meetings. Feedback captured in meeting records informs curriculum alignment, skill requirements, and equipment updates, helping ensure instructional relevance to current workforce demands. To stay aligned with regional economic developments, MT collaborates with the Greater Oklahoma City Chamber and four other local CareerTech centers. Participation in chamber-hosted sessions strengthens institutional understanding of regional trends and supports timely adjustments to training offerings.

In addition to formal meetings, MT collects feedback through targeted surveys administered during key events and milestones. These include post-event evaluations for fall and spring graduations, which provide valuable insights into participant experiences and suggestions for improvement. Internal tools such as the Employee Holiday Celebration Feedback Survey, Blue Out Award Nominations, and the Employee Community Involvement Form help refine staff engagement and recognition efforts. Wellness-focused surveys, including the MetroFIT Participant Satisfaction Survey and the 28-Day Challenge Form, offer input to enhance health and wellness programming. The Branding and Logo Feedback Surveys for students and staff help assess the effectiveness of institutional messaging and engagement. Community input is also gathered through forms associated with Camp Metro, the Community Partners Breakfast, and events such as the Pride Parade, Day of the Dead Festival, and MLK Holiday Parade, promoting inclusive and representative planning across all MT events.

Through a wide range of feedback mechanisms, MT ensures that every voice is heard and valued. The information gathered is regularly reviewed and applied to program development, event planning, communication strategies, and institutional growth - reinforcing the center's commitment to excellence and responsiveness.

3.2d(2) How does the technology center listen to potential students, business and industry, and other customer/stakeholders to obtain actionable information?

MT collects meaningful feedback from prospective students, business and industry partners, and other stakeholders through a comprehensive, multi-faceted engagement strategy. Strong partnerships with community organizations and school districts such as Oklahoma City Public Schools (OKCPS) and Millwood support this effort, along with outreach events that foster direct interaction and collaboration. Facilities like the Metro Café and the District Center serve as important venues for community engagement and relationship-building.

To enhance communication and track prospective student interests, MT uses a Customer Relationship Management (CRM) system. This platform allows staff to monitor interactions, follow up with targeted outreach and deliver personalized support based on individual interests and needs.

MT's engagement strategy includes in-person outreach through open houses, career fairs, and community presentations, as well as active participation in chambers of commerce and industry roundtables. These face-to-face interactions enable real-time dialogue that surfaces workforce trends and informs program planning. The MT website also features dedicated inquiry forms for customized training, with submissions reviewed weekly to identify patterns and guide service enhancements.

During Fiscal Year 2024–2025, the Economic and Workforce Development (EWD) division facilitated 198 external partner visits and participated in 182 industry engagement events. These activities reflect MT's strong commitment to partnership, collaboration, and responsiveness. By combining digital tools, direct engagement, and data-driven analysis, MT continuously gathers actionable insights and applies them to improve training programs, align with employer needs, and strengthen service delivery across the district.

ENGAGEMENT EVENTS	COUNT
External Partner Visit	198
Industry Engagement Event	182
Grand Total	380

Figure 3.1 External Engagement Events

3.2e Satisfaction and Engagement

3.2e(1) How does the technology center involve students, business and industry, and other customer/stakeholders to determine satisfaction, dissatisfaction, and engagement with programs and services?

MT actively engages students, business and industry partners, and community stakeholders to assess satisfaction, identify opportunities for improvement, and enhance overall engagement. A wide range of surveys, sign-up forms, and feedback tools are deployed in connection with specific

events, services, and institutional initiatives to gather actionable insights.

Student feedback is collected through instruments such as the Student Satisfaction Survey, the Student and Staff Graduation Feedback Survey, and the Student Counseling Service Request. These tools provide valuable input at key milestones and help evaluate the effectiveness of student support services.

To gauge the experiences of business and industry partners, MT administers surveys following training sessions, events, and course completions. In addition to collecting qualitative feedback, the institution monitors participation rates, completion data, and post-engagement communication to identify emerging trends and address concerns in a timely manner. This comprehensive approach ensures that programs and services remain responsive to the evolving needs of all stakeholders.

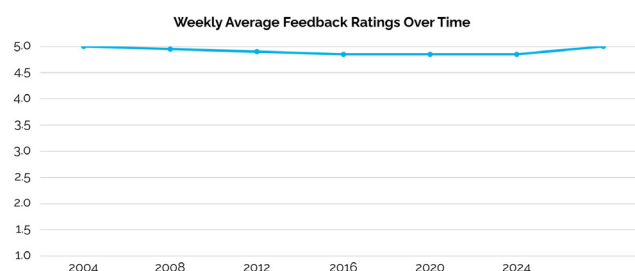


Figure 3.2 Customer Feedback

Community input is captured through events such as the Community Partners Breakfast, the Power in Prevention Summit, and the South Bryant Training Facilities Grand Opening. MT also engages the broader community through cultural and outreach events including the Pride Parade, Day of the Dead Festival, MLK Parade, and Fiestas De Las Américas Parade, all of which promote inclusion and gather informal feedback on community satisfaction and engagement.

Internal feedback from employees is collected through tools like the MetroFIT Participant Satisfaction Survey, 28 Day Challenge Form, Flu Shot Interest Form, Employee Holiday Celebration Feedback Survey, and Blue Out Award Nominations. These tools help assess employee wellness, morale, and overall engagement.

Service quality and program effectiveness are further evaluated through resources like the [Conference Services Monthly Board Reports](#), which consistently reflect a client satisfaction rate of 91.67%. Monthly reviews of this feedback help guide improvements in event planning and service delivery.

Finally, MT's branding and staff development efforts are shaped by tools such as the Branding and Logo Feedback Surveys and training-specific evaluations. These instruments help ensure that institutional identity remains cohesive and that professional development is aligned with organizational goals.

3.3 FINANCE

HOW DOES THE TECHNOLOGY CENTER ENSURE FISCAL ACCOUNTABILITY?

3.3a Fiscal Accountability

3.3a(1) How does the technology center ensure all of the personnel and operational line items necessary to run a department/program are budgeted and expended according to what was initially approved or approved with revisions?

MT ensures that all personnel and operational line items necessary to run a department or program are properly budgeted and expended through a collaborative process that emphasizes historical analysis, strategic planning, and continuous monitoring. Budget development begins with a thorough review of actual expenditures from the prior two fiscal years for each category. This historical data provides a foundational baseline. From there, department leaders and finance team members engage in structured conversations to identify anticipated changes, such as program expansion, staffing adjustments, or cost-saving measures, that may warrant increases or decreases in specific budget lines.

For personnel costs, the finance team utilizes a compensation analysis tool multiple times throughout the year to verify that salary and benefits expenses align with the approved budget. If deviations occur, due to hiring changes, benefit elections, or salary adjustments, these are flagged and discussed with the executive leadership team. As necessary, a formal budget amendment is prepared by the finance department. Any proposed amendments follow an established governance process which includes (1) review by the board's finance committee and, upon endorsement, (2) presentation to the full Board of Education for final approval. This process ensures transparency, accountability, and alignment with the institution's strategic goals.

3.3a(2) How does the technology center ensure personnel have input into the development of the annual budget and expenditures?

MT ensures personnel have meaningful input into the development of the annual budget and related expenditures through a collaborative and tiered process that engages staff at various levels of the organization. Compensation planning begins with a review by the executive leadership team, which evaluates potential changes based on staffing needs, program growth, and strategic goals. Any adjustments are then communicated to the Human Resources department and the Senior Director of Business and Finance to ensure alignment with payroll systems and financial projections.

For operational departments, such as maintenance and facilities, leadership is engaged through regular, biweekly meetings where budgetary needs are discussed in real time. These meetings occur more frequently due to the typically high cost and long lead times associated with operational expenditures. This regular cadence allows the finance team to plan for major purchases or capital improvements well in advance.

Instructional personnel are included in the budgeting process through a structured, site-based approach. In the Spring, the finance team provides the Dean of Instruction and their supervisor with the projected instructional budget. From there, site directors collaborate with program instructors to identify needs and develop budget requests. This process ensures that frontline educators and those with direct insight into classroom and student needs have a voice in shaping the financial resources allocated to their programs.

3.3a(3) How does the technology center control the overall costs of operations?

Historical expenditures from the prior two fiscal years are reviewed to establish baseline expectations. Then the finance team collaborates with executive leadership, department directors, and instructional leaders to assess needs and identify potential cost-saving opportunities. This review ensures that essential and strategic expenditures are accounted for in the budget.

Personnel costs - the largest portion of the budget - are managed using compensation analysis tools, which are run multiple times throughout the year. These tools allow the finance team to track salary and benefit expenditures in real time. Any variances or necessary adjustments are reviewed with executive leadership, and if warranted, budget amendments are developed and submitted for approval by the board finance committee and ultimately the Board of Education.

Operational costs are managed through regular engagement with key departments. For example, operations and maintenance staff participate in biweekly budget planning meetings to discuss upcoming needs. These frequent check-ins help the organization proactively plan for large expenses and avoid unanticipated cost overruns.

On the instructional side, the budget process is decentralized to ensure alignment with classroom needs. Instructional leaders work with site directors and instructors to develop detailed budget requests that stay within predefined allocation limits. This process empowers staff while maintaining centralized cost control.

3.3b Financial Aid

3.3b(1) How does the technology center balance its Title IV financial aid expenditures and draw totals each fiscal year?

MT balances the Cash on Delivery SAS file with EdXpress at the end of every month. The finance office draws down the funds from G5 after receiving the request from the financial aid office for the amounts needed per type of funds, loans or Pell. Once the funds are drawn down, the bursar works to apply payments to student accounts.

3.4 CONSULTING AND ASSISTANCE

HOW DOES THE TECHNOLOGY CENTER PROVIDE/RECEIVE CONSULTING AND ASSISTANCE?

3.4a Consulting and Assistance

3.4a(1) How are client-specific support services provided in consulting/assistance?

Client-specific support services are provided in consulting/assistance through intentional data collection, stakeholder engagement, and alignment with workforce demands. MT prioritizes input from students, employers, community partners, and professionals within each program field to ensure that program goals reflect real-world needs and career pathways.

Key Strategies include:

Needs Assessments and Surveys: Regular feedback is gathered from clients—students, local employers, and community partners—to identify gaps, strengths, areas for improvement, client satisfaction, and emerging needs.

Advisory Committees: Bi-annual industry advisory committee meetings play a critical role in shaping program direction by providing up-to-date insights into current trends, certifications, and skills required in the workforce.

Performance Data Analysis: MT examines student performance data, placement rates, and employer satisfaction to target areas for improvement and ensure personalized support services are embedded within strategic plans.

Customized Interventions: Based on identified needs, MT implements targeted strategies such as academic support, technical skills remediation, career readiness and soft skill development, and individualized training plans to help students overcome challenges that might hinder their success in their career pathway program. For example, the EMPOWER program utilizes grant funding to provide gas cards, assistance with professional clothing, tuition assistance, and other funding to cover textbooks and supply costs. Career planning services, financial literacy training, and case management are also provided throughout a student's participation in the program.

Continuous Improvement: Strategic and improvement plans are living documents, reviewed annually with student, client, and stakeholder input to ensure services remain relevant and responsive to client needs.

3.4a(2) How are consulting/assistance provided to improve clients' ability to start/sustain a business or to bid for and perform successfully on government contracts? What other methods and resources are used to teach clients to start/sustain a business or bid for and perform successfully on government contracts?

MT provides consulting and assistance to help clients start and sustain businesses, as well as successfully bid for and perform on government contracts, through a combination of personalized support and access to specialized resources. A key component of this support is our dedicated APEX position, which is part of the Oklahoma APEX Accelerator (OkAPEX), formerly known as the Procurement Technical Assistance Center (PTAC). OkAPEX centers are located within technology centers across the state and are designed to assist businesses in navigating the complexities of government contracting. Through OkAPEX, clients receive daily computerized opportunity match reports tailored to their business capabilities, one-on-one consulting in government marketing and contracting, proposal review and development assistance, and access to competitive intelligence. Additional support includes help securing training, data, and other resources necessary for long-term success in public-sector procurement. These services, combined with MT's broader entrepreneurial support programs and partnerships, clients are equipped with the knowledge, tools, and strategies needed to launch and grow sustainable businesses while competing effectively for local, state, and federal contracts.

3.4a(3) How does the technology center ensure sufficient time and financial support for client visitation?

MT ensures sufficient time and financial support for client visitation by strategically allocating resources within the Workforce and Economic Development (EWD) division to prioritize relationship-building and client engagement. Staff schedules are structured to allow flexibility for on-site visits, consultations, and follow-ups with current and prospective clients. Budget planning includes designated funds to support travel, outreach activities, and professional development related to client service and industry engagement. This intentional investment of time and financial resources reflects MT's commitment to maintaining strong, responsive partnerships that drive workforce development and client satisfaction.

3.5 SUPPORT SERVICES RESULTS

WHAT ARE THE TECHNOLOGY CENTER'S PERFORMANCE RESULTS?

3.5a Student Support

3.5a(1) What are the technology center's response to students'/clients' needs?

MT uses advisory committee inputs, survey responses, business contacts, course evaluations, and other suggestions from communities, stakeholders, and students to provide training programs and services to meet the needs of the district.

3.5a(2) What are the technology center's response to appropriate services administered to students/clients?

MT incorporates input from partner schools, student satisfaction surveys, Conference Services, Business and Industry Services (BIS), and internal staff into its strategic planning, program evaluation, and operational decision-making. This integrated approach ensures that services remain relevant, responsive, and aligned with both student and industry needs. Departments receive referrals regarding performance concerns or customer dissatisfaction, allowing for timely corrective action and service improvements.

MT is committed to providing individualized, high-quality services that support academic achievement and career advancement. Support is informed by ongoing assessments, feedback, and performance data, allowing the institution to adjust services in real time. Whether needs are identified during enrollment, advising sessions, consultations, or follow-up interactions, appropriate interventions—such as academic assistance, career guidance, customized training, or credential preparation—are delivered promptly.

Through continuous monitoring and responsive adjustments, MT ensures that all services meet high standards of quality and effectiveness, promoting student success and strengthening client outcomes.

3.5a(3) What student/client participation and academic attainment is measured and reported to appropriate parties?

MT tracks and reports key performance metrics for full-time (FT), short-term (ST), and Business and Industry Services (BIS) students, including program completion, certification or licensure attainment, and job placement outcomes. These results are reported annually to appropriate stakeholders to ensure transparency and accountability.

Partnering high schools receive annual reports detailing student participation and academic credit earned, reinforcing alignment with academic goals and diploma requirements. Data is also shared through resources such as the Annual Report, Positive Placement Report, course schedules, the MT website and updates to the Board of Education.

The Workforce and Economic Development (EWD) division monitors a broad range of participation and achievement metrics for both students and clients. These metrics include enrollment figures, attendance, course and program completion rates, industry credential attainment, skills assessment performance, and certification or licensure exam pass rates. For business and industry clients, EWD evaluates engagement in customized training programs, training outcomes, and overall satisfaction using feedback forms administered at the conclusion of each session.

BIS/ACD CLASS ENROLLMENT	FY23	FY24	FY25
Adult Career Development	5,103	3,407	1,050
Industry Specific	29,455	21,351	8,176
Total	34,558	24,758	9,226

Figure 3.3 BIS/ACD Class Enrollments

3.5a(4) What is the technology center's effectiveness of placement activities?

MT's Positive Placement Rate for full-time programs over the past three years is 91%. This rate is nearly the same as the state average at 93%.

Related Placement for MT students' averages 82.73% compared to a statewide average of 64.375% for the past three years.

3.5b Communication and Marketing

3.5a(1) What are the student, business and industry, and other customer/stakeholder satisfaction and dissatisfaction results?

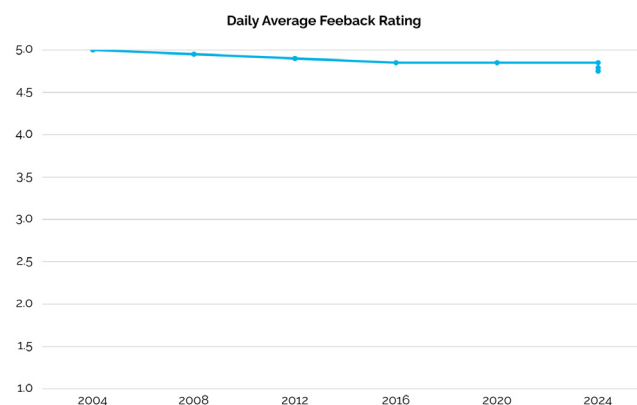


Figure 3.4 Customer Feedback

The Figure above portrays business and industry satisfaction on a scale of 1 to 5. The feedback shows a consistent trend of highly satisfied feedback from customers.

STUDENT SATISFACTION RATE	FACILITIES	FINANCIAL AID	INSTRUCTION	STUDENT SERVICES	TRANSPORTATION
Aviation	98.1%	92.7%	96.8%	94.8%	100.0%
Business & Tech	97.7%	91.9%	96.2%	96.8%	95.6%
Early Education	95.1%	100.0%	96.4%	95.5%	98.2%
Evening	95.2%	86.4%	92.4%	91.2%	100.0%
Extension	96.1%	N/A	94.6%	94.5%	100.0%
Health	98.2%	89.9%	97.5%	97.2%	96.3%
South Bryant	96.2%	90.9%	93.7%	95.9%	94.2%
STEM	98.2%	N/A	94.9%	95.9%	95.5%

Figure 3.5 Spring 2025 Student Survey Results by Instructional Site

The figure above outlines the results of the Student Satisfaction Survey distributed in the Spring 2025 semester. The survey found that students are most satisfied with the appearance/cleanliness of school facilities, their access to the tools/computers/equipment needed to be successful in their program, and the availability and ease of speaking with site counselors. The areas that students were found to be most dissatisfied with included a lack of encouragement to participate in student organizations, and the preparation, organization, and communication of their instructor.

3.5b(2) What are marketplace performance results?

MT's marketplace performance results show strong progress through focused marketing strategies, brand visibility, and community engagement. Website engagement and CRM growth have shown significant progress. At the end of FY23, we had close to 22,000 contacts in our CRM. At the end of FY24, this number had nearly doubled, approaching 44,000 contacts. This growth is attributed to effective engagement through the website and online applications, ensuring we gather contact information to market both short-term and full-time programs, as well as MT services. Additionally, MT's strategic rebranding campaign, improved wayfinding signage, and authentic student-driven content have contributed to stronger marketplace recognition and alignment with workforce development goals.

BIS/ACD CLASS ENROLLMENT	FY23	FY24	FY25
Adult Career Development	5,103	3,407	1,050
Industry Specific	29,455	21,351	8,176
Total	34,558	24,758	9,226

Figure 3.6 BIS/ACD Class Enrollments

FULL-TIME PROGRAM ENROLLMENT	FY23	FY24	FY25
Secondary Students	799	907	982
Adult Students	762	672	751
Total	1,561	1,579	1,733

Figure 3.7 Full-Time Program Enrollment by Student Type

3.5c Customer/Stakeholder Engagement

3.5c(1) What are the student, business and industry, and other customer/stakeholder engagement results?

MT uses advisory committee inputs, survey responses, business contacts, course evaluations, and other suggestions from communities, stakeholders, and students to provide training programs and services to meet the needs of the district.

3.5d Finance

3.5d(1) What are the technology center's financial performance results?

MT demonstrates strong financial performance, marked by responsible budgeting, strategic use of resources, and a consistent focus on student outcomes and community

impact. Each year, the center undergoes an independent audit, which has consistently resulted in unmodified (clean) audit opinions, indicating sound fiscal practices. We operate with a balanced budget, maintain a healthy fund balance in accordance with Board policy and state guidelines, and continuously monitor expenditures to ensure alignment with our mission. Our financial planning supports capital improvements, staff compensation, instructional programs, and strategic initiatives, including innovation in career tech education and services.

These metrics guide our decisions and reinforce our commitment to stewardship of public funds.

3.5e Consulting and Assistance

3.5e(1) What are the performance results for provision of consulting and assistance to clients?

Performance results for the provision of consulting and assistance to clients at MT are evaluated based on measurable outcomes that reflect the impact and effectiveness of services delivered. These outcomes include the number of clients served, repeat client engagement, successful completion of customized training programs, and client-reported satisfaction through post-consultation surveys and feedback forms.

BIS CUSTOMER	FY20	FY21	FY22	FY23
New	162	160	103	67
Returning	94	160	50	76
Total	256	320	153	143

Figure 3.8 BIS Customers

Figure 3.9 shows the WED enrollment 2024-25 calendar year.

WED ENROLLMENT 2024-25 CALENDAR YEAR				
PROGRAM TYPE	No. Of Classes	No. Of Enrollments	Clock Hours	Contact Hours
15 - Adult and Career Development	218	1253	5001.5	29000
21 - Safety	258	4077	2353.5	25935.5
31 - Customized Industry	370	4964	5195.43	48521.51
32 - Client Based Consulting	2	50	12	300
60 - Consulting/Informal Training	6	122	3	413
61 - Community Services	67	1282	676.16	13534.9
75 - Facility Usage	1	10	20	200
78 - Collaboration Partnership	2	8	13	52
79 - Oklahoma APEX Accelerators	110	110	315.91	315.91
Totals	1034	11876	13590.5	118272.82

Figure 3.9 WED Enrollment

Standard 4

Measurement & Analysis

4.1 MEASUREMENT, ANALYSIS, AND IMPROVEMENT OF ORGANIZATIONAL PERFORMANCE

HOW DOES THE TECHNOLOGY CENTER MEASURE, ANALYZE, AND THEN IMPROVE ORGANIZATIONAL PERFORMANCE?

4.1a Performance Measurement

4.1a(1) How is data and information used to track daily operations and overall technology center performance?

At instructional sites, measures such as attendance, grades, and applications are recorded daily. Operationally, information such as maintenance work orders, IT tickets, and requests to reserve facilities are also tracked daily. These data points are analyzed by their respective departments to review performance and adjust as necessary.

4.1a(2) How is customer and stakeholder feedback and market data information used?

Each year a Student Satisfaction Survey is distributed to collect feedback from students. Individual departments such as Student Services, Information Technology, and Marketing and Communications also utilize their own satisfaction surveys to receive and review feedback regarding their internal affairs. MT also offers stakeholders the opportunity to give feedback on our website, under the [Contact Us](#) webpage.

4.1a(3) How does the technology center ensure the performance measurement system(s) can respond to rapid or unexpected educational institution or external changes?

The Department of Information and Technology Services (ITS) conducts periodic and regular assessments on software and hardware tools to ensure they are responsive to learning programs and student and employee needs. The personnel are trained constantly on new tools and technologies, attend conferences, and participate in best practices to ensure alignment with organizational vision and responsiveness to program needs. The organization is laser-focused on ensuring that programs and tools help resolve problems and are geared toward purpose-specific solutions.

4.1b Performance Analysis and Review

4.1b(1) How are the technology center's performance and capabilities reviewed?

MT's performance and capacities can be reviewed against the four pillars of the Strategic Plan. Pillar 1 (Academic Excellence & Quality Career Training) analyzes Follow-Up measurements such as positive placement rate and completion/retention rate to review the performance of full-time programs. The student satisfaction rate is also monitored to look at the standings

of items such as transportation and financial aid support. Pillar 2 (Empowered Employees) assesses results from the annual Great Places to Work Survey, deployed by the Human Resources department. The GPTW Survey gives all faculty, staff, substitutes, and adjust instructors the opportunity to share input on the state of the district. Pillar 3 (Community & Workforce Partnerships) observes clients served through the Economic Development, Conference Services, and Wellness and Community Outreach divisions. Each team looks at their client satisfaction and the quality of partnerships, both measures of increased success. Pillar 4 (Infrastructure, Growth, Investments) evaluates the equipment and facilities across our campuses, as well as the health of the district's fiscal operations.

4.1c Performance Improvement

4.1c(1) How are best practices shared in the technology center?

There are several avenues through which best practices are shared. MT provides an internal professional development series called MetroBLUE in collaboration with Solomon Strategic Advisors, a consultation firm that specializes in leadership development and workplace culture. MetroBLUE consists of six sessions throughout the school year, and anyone in the district can participate in the program. There are also interdepartmental trainings given throughout the year and the annual districtwide "Professional Development Days" at the start of each school year. Aside from those opportunities, staff give and receive ad-hoc one-on-one mentoring and also utilize KALMS as a sharing tool for best practices.

4.1c(2) How is the technology center's future performance projected?

There are a couple of different projections that MT analyzes. In PowerSchool, full-time program completion is monitored through projected graduation dates. The projected need for increased capacity of campus spaces and facilities is evaluated in collaboration with architects and consultants, as is the potential necessity to increase personnel. The projected deployment of updated technological infrastructure and equipment is also assessed. There is continuous analysis of what gaps and demands are in our immediate community, regarding employment interest and workforce needs.

4.1c(3) How are findings from performance reviews used to develop priorities for continuous improvement and opportunities for innovation?

As an organization, MT has developed a very thorough and forward-thinking review method that allows for continuous improvement and opportunities for innovation. Goals are established at the beginning of the year and monitored throughout the year with a mid-year check-in and continuously monitored until completion at the end of the year. The results inform additional improved

performance subsequently in the following year and build upon successes in previous years. Holistically, we see subsequent years build up success of the previous years and utilize data collected throughout the period. Case in point, is the deployment of purpose specific tools that align with intended goals.

4.2 KNOWLEDGE MANAGEMENT, INFORMATION, AND INFORMATION TECHNOLOGY

HOW DOES THE TECHNOLOGY CENTER MANAGE INSTITUTIONAL KNOWLEDGE ASSETS, INFORMATION, AND INFORMATION TECHNOLOGY INFRASTRUCTURE?

4.2a Organizational Knowledge

4.2a(1) How is organizational knowledge managed?

Organizational knowledge is managed on a cloud-hosted, secure area of our website, Knowledge and Learning Management System (KALMS) to ensure a dedicated learning hub. The information conforms to board policies, NIST IT standards, and is in adherence to audit and compliance statute requirements governing our organization.

4.2a(2) How are knowledge and resources used to embed learning in the way the educational institution operates?

Learning is embedded intentionally and strategically. One formal method of embedded learning is through the availability of organizational trainings offered on D2L. The trainings on D2L are especially helpful for newly hired staff. Another formal method is through written policy and procedures. That documentation is accessible for any staff member to read, learn and utilize. MT also utilizes peer-to-peer learning to share knowledge among teams and on-the-job learning that organically occurs.

4.2a(3) How are individualized personnel and professional development plans reviewed and monitored for effectiveness?

Every employee has the opportunity to develop a yearly individual personalized employee plan at the beginning of the year with the support of their supervisor. This relationship expands as both the employee and the supervisor collaborate and the progress of the plan is monitored throughout the year.

4.2b Data, Information, and Information Technology

4.2b(1) How does the institution verify and ensure the quality of organizational data and information?

MT has two staff members who are solely and exclusively dedicated to verifying and ensuring the quality of our data and information, as well as additional personnel who support those efforts. We have developed data standards and data hygiene practices that are monitored and enforced by those dedicated staff members. We have

built communication channels to identify and discuss maintenance of data accuracy. There is also ongoing data scrubbing, such as when the Marketing team sends out communication and are made aware of needed adjustments. Those adjustments are then forwarded to IT so they can be made. Among our Student Entry Data Technician, Programmer, Student Information System Coordinator, and Data Analyst, there are multiple eyes that are constantly reviewing and improving the quality of our data and information.

4.2b(2) How does the institution ensure the security of sensitive or privileged data and information?

Our default policy is to rely on third party vendors that adhere to certain security standards. MT has multiple assurances and built-in mechanisms, such as firewalls and secure VN connections. We acknowledge that there is always the human element, and so continuous security trainings through Ninjo are offered and available to all staff. Regarding physical documentation, everything recorded on paper is kept behind two locked doors, including grades, attendance, and discipline reports (as required by the Board of Nursing and other agencies). We also adhere to and apply industry confidentiality standards for student and staff data. Our IT department pays attention to new and different methods of keeping information secure, as well as how the industry ensures security which informs application in the MT environment.

4.2b(3) How does the institution ensure the availability of organizational data and information?

MT's mantra is *the right data at the right time for the right person*. Consequently, we have deployed a suite of tools that houses various data to make available for purpose-specific activities.

SOFTWARE	DEPARTMENT	PURPOSE
PowerSchool	Instruction	Student information system for full-time programs.
Enrole	Economic Workforce Development	Student information system for short-term courses.
EventPro	Conference Services	Booking services calendar for events at Metro Tech
Frontline	Human Resources, Finance	Hiring, professional development, employee evaluation, payroll, absence management, and related actions.
iVisions	Human Resources, Finance	Payroll, treasure reporting, audits, purchase orders, approvals, requisitions, and finance-related actions.
FinalSite/KALMS	District	Central hub for district self-management knowledge.
EdExpress	Finance	FAFSA student applications, awards, distribution of federal student monies.
CTSYS	District	Former student information system for full-time programs and short-term courses.
Wasabi	Information Technology Services	District cloud data backup.
JotForm	Marketing & Communications	Surveys and project requests.
HubSpot	Marketing & Communications, Student Services	Student applications, surveys, dashboards, external communications, distribution lists, and content management.
BrightArrow	Instruction, Marketing & Communications	Student and parent notification system for emergencies, school closures, etc.

Figure 4.1 Software Management and Purpose

4.2b(4) How does the institution ensure that hardware and software are reliable, secure, and user-friendly?

MT has three types of backups, hosted locally and on the cloud. We maintain the most updated license from Microsoft at all times. In terms of security, we have three types of defenses: hardware, software, and humans. We also adhere to specific industry standards, such as NCR Standard, and IT Infotech NIST Standards.

4.2b(5) In the event of an emergency, how does the institution ensure that hardware and software systems and data and information continue to be secure and available to effectively serve students, business and industry, other customers/stakeholders, and organizational needs?

MT has developed multiple redundancies and applications hosted on the cloud for greater accessibility and availability. We have built a backup infrastructure for these events. Specifically, in terms of software, we have developed a business continuity plan that includes regular backups, as well as a cloud-hosted, immutable copy of our organizational data. On average, it takes about 20 minutes to restore data and applications from our cloud-based backups. Specifically in terms of hardware, we have

developed two layers of backups on electricity outages and/or cyber incidents – on electricity outages, we have local power attached to hardware as a primary layer, and a generator that powers on immediately as a secondary security layer.

4.2c Data Management

4.2c(1) How is the information management system used to monitor and document student/client progress? What type of information management system is used?

PowerSchool is utilized for our full-time students and Enrole is utilized for our short-term clients.

4.2c(2) What information is collected, measured, monitored, reported, and stored in this system?

Our systems collect grades, attendance, personally identifiable data, financial aid, and progress of program completion.

4.2c(3) How is it collected?

Some data points are entered by the instructional staff that support a student's program. Others are submitted by our Enrollment and Student Services staff, such as the Student Data Entry Technician or the Student Information System Coordinator. Additionally, they are also collected in the admission process through the application form.

4.2c(4) How are client files, reports, and onsite visits recorded and monitored annually?

The client records of different departments are stored digitally in their respective software systems. For example, the Conference Services department holds their client records in EventPro, the event booking system meant for their use. Other onsite visits, such as advisory committee meetings, are recorded in the corresponding Microsoft Teams group of each individual site. Full-time programs have the opportunity to monitor these records annually during program review.

4.2c(5) How are applicable department/program-specific records, plans of study, program plans, and/or work-based agreements recorded and maintained?

MT utilizes Microsoft applications to store specific departmental and program-specific records. The applications under which the documents are stored are adherent to program-specific requirements, program plans, plans of study, and any other work-based agreements.

4.2c(6) How is inventory managed?

MT has an inventory management tool, AssetTiger, that differentiates between physical and digital assets. Additionally, we can differentiate cost, terms, conditions, warranty, service dates, and/or any asset-specific manufactured recommendations. The tool is versatile, cloud-hosted, secured and paid for on per equipment basis. It allows for web access, handheld devices (phones,

iPads, and/or mobile hardware), and modularity of user roles with pre-defined permissions on per-requirement basis.

4.3 MEASUREMENT AND ANALYSIS RESULTS

WHAT ARE THE TECHNOLOGY CENTER'S PERFORMANCE RESULTS?

4.3a Organizational Performance

4.3a(1) What are the results for performance measurement, analysis, and/or improvement?

Pillar 1 (Academic Excellence & Quality Career Training) measures timely full-time program completion, increase in admission applications and short-term enrollment, and other performance indicators such as related placement rate and certification pass rate. Pillar 2 (Empowered Employees) measures professional development tracking and employee sentiment through the Great Places to Work survey. Pillar 3 (Community & Workforce Partnerships) measures the effectiveness of our marketing efforts and the total number of clients served by our Conference Services division. Also measured are our impact on Veteran Services through Financial Aid and engagement through our Wellness and Community Outreach programs. Pillar 4 (Infrastructure, Growth, Investments) measures the development of facility, technology, and program equipment, as well as maintaining a healthy financial budget and balance.

4.3a(2) What are the results for organizational knowledge?

The result of implementing our organizational knowledge practices is an increase in staff insight and understanding of their role functions, as well as an overall growth in professional development. Sharing organizational knowledge promotes efficiency and effectiveness among our teams. It also fosters morale-people tend to work toward accomplishing goals when there is mutual understanding of the shared goals we are all working toward accomplishing.

4.3a(3) What are the results for data, information, and/or information technology?

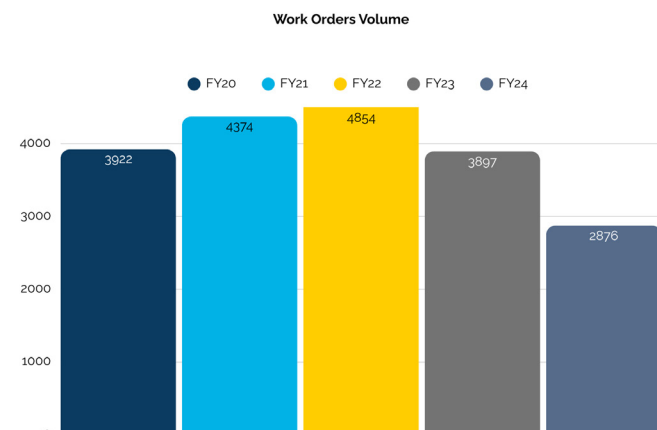


Figure 4.2: Work Order Volume

4.3a(4) What are the results for data management?

The results of our data management practices are the ability to review annual improvement with year-to-year comparisons, and strong reliability of historical data to measure overall performance. We have confidence in the accuracy of our data due to recent advancements in data management. We are able to pull important information quicker and easier due to the available reporting capacities of our different implemented software systems.

Standard 5 Personnel

5.1 ENVIRONMENT

HOW DOES THE TECHNOLOGY CENTER BUILD AN EFFECTIVE AND SUPPORTIVE ENVIRONMENT?

5.1a Capability and Capacity

5.1a How are personnel capability and capacity needs assessed? How does the technology center ensure that staff are meeting their requirements?

MT integrates a systematic approach to ensure an effective and supportive work environment. All MT personnel capability and capacity needs are assessed through a combination of strategic planning, performance evaluation, and workforce analysis practices that align with both state requirements and local organizational goals. MT places a high priority on instructional offerings by giving significant consideration to the talent needed to continue offering high-quality instructional programs.

Capacity and capability for adjunct faculty used in ACD offerings are determined based on the ACD course. The same is true for training instructors. Assessment for ACD adjunct faculty is based on course content and is evaluated after each course presentation. MT ensures staff members meet skills, competencies, education, and certification requirements needed for each position. Supervisors communicate expectations verbally and on paper in the form of job descriptions and during the onboarding process. Directors evaluate employees formally and have coaching conversations regarding performance strengths and gaps related to competencies required.

5.1a(2) How does the technology center recruit, hire, place, and retain new personnel?

MT believes creating a culture of excellence is key to attracting and retaining top talent. Multiple sources are used to reach a vast pool of qualified candidates including MyStaffing Pro, Zip Recruiter, Indeed, KALMS, LinkedIn and social media outlets. The HR department is the central entity that manages the recruiting process including consistency and compliance with all state and federal laws related to fair hiring practices. MT looks for additional traits in an employee that exhibit a dedication to improving themselves and the organization as well as the ability to make a difference.

Behavior-based questions and interview techniques used in the hiring process determine a fit with each job description's requirements and a fit with MT's mission, vision and values. Each interview panel is structured to be diverse in ethnicity, gender and management level. Professional-level positions typically have a second interview to ensure a fit.

Onboarding consists of HR and Leadership detailing the MVV, acclimating them into the district, and identifying the new employee's ability to leverage student success (Pillar 1). During the first 90 days of employment, MT emphasizes

the importance of critical conversations between employees and managers to ensure that expectations are clear and to determine how employees desire to grow in the district.

5.1a(3) How does the technology center organize and manage personnel?

The organization and management of personnel are guided by a standard framework that aligns with state regulations, strategic goals, and operational efficiency. This framework ensures that personnel across all departments are effectively supported, supervised, and held accountable.

MT organizational charts align each employee to the Administrative Council, the Cabinet and the Executive Team ensuring employees systematically accomplish the organization's work, capitalize on core values, reinforce a focus on students/stakeholders and exceed performance expectations. Examples include departments and sites conducting at least two cross-trained, mission-critical functions such as Finance, IT and Transportation. Instructional sites have cross-trained staff in student record keeping to ensure uninterrupted services to students. Finally, procedures are posted on KALMS for departments to support cross-training readily.

Site Administrators organize and manage instructional and classroom personnel according to program accreditation requirements and Oklahoma's governance for certified teachers. Additionally, they design processes and systems starting with the classroom to ensure a comprehensive approach to education for career and technical training.

5.1a(4) How does the technology center prepare personnel for changing capability and capacity needs?

At MT, preparing personnel for changing capability and capacity is a strategic and proactive process. It ensures that staff remain ready to meet evolving educational professional development, workforce planning, and continuous improvements efforts. By focusing on professional growth and articulating clear expectations, employees are equipped to grow and update skills to meet changing needs of students and business & industry.

Transparent communication across the district by leadership keeps the workforce informed of future changes. MT provides extensive training and development opportunities to equip the employees for their current positions and prepares those who are motivated to be successful in future positions. Examples of such communication include dedicated PD days, enrollment trends, labor market data, program advisory committee feedback and the [GPTW survey](#).

5.1b Workplace Environment

5.1b(1) How does the institution ensure workplace health, security, and accessibility for technology center personnel?

MT supports workplace health primarily through the employee wellness program and health-related benefits highlighting the concept that a healthy employee is an engaged and productive employee. See Figure 5.1 Employee Engagement of Wellness Program

EMPLOYEE ENGAGEMENT OF WELLNESS PROGRAMS

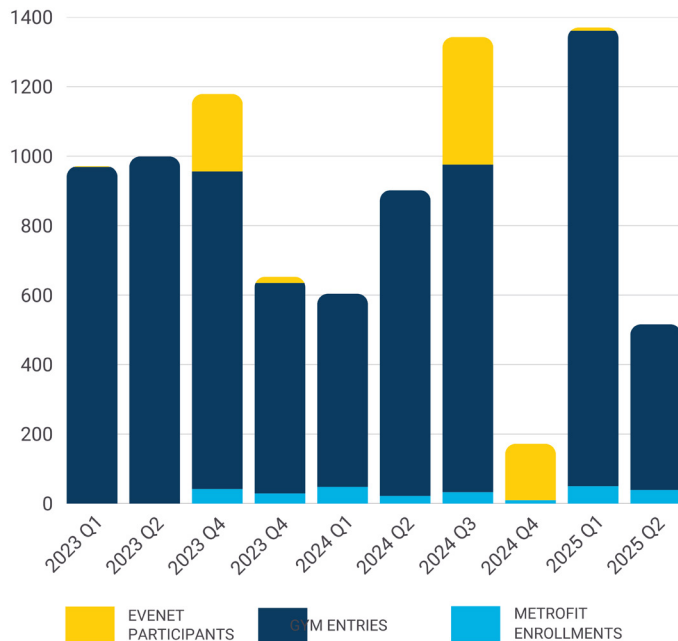


Figure 5.1: Employee Engagement of Wellness Programs

MT sponsors free fitness classes, work out facilities, and critical health information dissemination. More details about MetroFit can be found [HERE](#).

All campuses are smoke and tobacco free. The safety and security of students, staff and stakeholders is a top priority. The health and safety requirements at each site, and for each employee group, are analyzed to identify specific job safety hazards. Additional workplace health, safety and security considerations for staff include providing in-house ergonomic evaluations of employee workstations, a robust employee safety and first aid responder program, campus security assessments, insurance risk, loss control audits, periodic indoor air quality, and workplace noise monitoring.

The Environmental Safety and Regulatory Affairs (ESRA) team at MT manages aspects of risk management, employee safety, security, crisis preparedness and environmental protection. ESRA staff are certified hazardous materials managers who have completed advanced workplace and employee safety training. They present professional development to all staff and deliver workplace safety training. The ESRA team monitors all state and federal regulations and guidelines to meet or exceed requirements and to establish improvement goals. See Figure 5.2 Workplace Environment Improvement Goals.

WORKPLACE ENVIRONMENT IMPROVEMENT GOALS

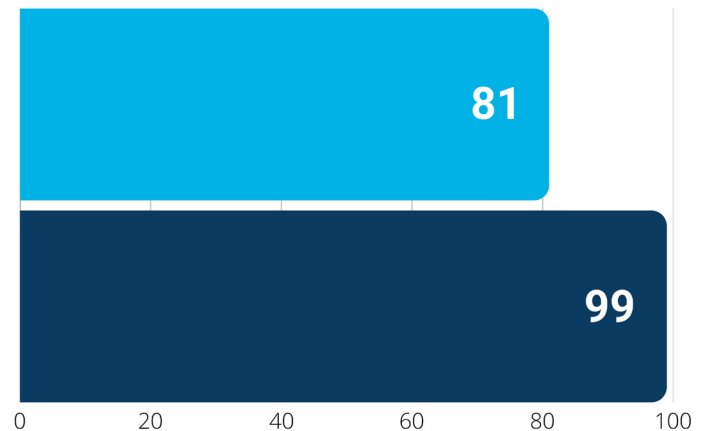
Expansion of security camera infrastructure across the district	Evaluate additional Weather Shelter needs at Springlake
Provision of campus grounds mass notification system at South Bryant Campus	Expansion of electronic access control systems to additional campus buildings and sensitive areas across the district
	Integration of electronic emergency lock down systems at additional instructional buildings

Figure 5.2: Workplace Environment Improvement Goals

MT's health and safety processes also include communications on crisis protocols and safety-related issues to all employees. ESRA routinely performs checks of critical safety systems and equipment such as eyewash stations, fire suppression systems, emergency lights and access control alarms. See Figure 5.3 GPTW Employee Satisfaction with Safety

Great Places to Work 2025

● Metro Tech ● GPTW Top 100 Medium Size



This is a physically safe place to work (Respect)

Figure 5.3: GPTW Employee Satisfaction with Safety

MT is compliant with the Jeanne Clery Act and NIMS requirements for higher education facilities with an incident command team at each campus. All MT facilities are ADA accessible, and MT has an action plan to maintain accessibility.

For more information regarding Safety and Security click [HERE](#).

5.1b(2) How does the technology center support personnel in regards to services, benefits, and policies?

Personnel are supported through a comprehensive system of services, benefits, and policies, that promote employee well-being, job satisfaction, and long-term retention. These supports are structured to meet both personal and professional needs of staff while ensuring compliance with state and federal employment standards.

MT adjusts the benefits to the needs of a diverse workforce and different work force groups. The AFT bargaining unit negotiates compensation, benefits, and services for certified faculty. Additionally, the breadth of benefit options provides opportunities for employees to tailor most of them to fit their circumstances, such as the flexibility with health insurance allowance.

WORKFORCE SERVICES, BENEFITS AND POLICIES
Services
Flexible scheduling (as appropriate)
On-site fitness facilities and exercise classes at no cost
Voluntary health screenings
Nutrition and Opioid Abatement classes
ACD course participation at no cost to employees and 50% discount to family members
Benefits
Health, dental and vision insurance at no cost for employee coverage
Employer paid LTD provides 66% of employee's salary after 90 days of illness or disability
Defined benefit retirement plan, with annual employer paid contribution equivalent to 15% of an employee's salary.
\$100,000 life insurance policy for all employees Guaranteed step raises annually
Annual Incentive Bonus
Retirement bonus for those employed 5+ years Paid time off (holidays, vacation, sick days)
Tuition enhancement (\$3,000 per year)
Paid time off (holidays, vacation, sick days)
25 paid holidays
Annual leave (non-faculty)-12–24 days per year depending on longevity
All employees receive an additional 2 days of discretionary and 4 days of personal business leave per year
10–12 days of sick leave awarded per year
Sick Leave sharing-up to 90 days of leave per event
Policies
Paid Parental leave/FMLA Non-discrimination policy
Smoke-free/tobacco-free campus
Short-term and long-term leave of absences

Figure 5.4: Workforce Services, Benefits & Policies

Figure 5.4: Workforce Serves, Benefits & Policies showing health insurance benefit, sick leave (OTRS), life insurance and long term disability, Employee association, tuition reimbursement, DICE, grievance and conflict resolution

5.1c Collaboration

5.1c(1)How does personnel inform and collaborate with each other?

Communication and collaboration among personnel are essential components of organizational success. The institution fosters a collaborative culture through structured communication systems, cross-functional teamwork, and technology

integration. The launch of MT Innovation Hubs is an example of collaboration to address and solve a problem or to introduce a new process.

5.1c(2) How does the technology center coordinate services and activities with partners through regularly planned informational meetings and correspondence?

Coordination with external partners is a vital part of delivering high-quality career and technical education. The district actively engages with businesses, community organizations, post-secondary institutions, and advisory groups through structured communication and collaborative planning. Examples include EWD meetings with business leaders; weekly wrap-up video; and routine meetings with sending school partners.

WORKPLACE SUPPORT PARTNERS
Aflac
American Fidelity
EAP Community Care
Legal Shield
Lincoln Financial Group
Lynn Institute
ODCTE
OkACTE
Oklahoma Teacher's Retirement
OSSBA
State Department of Education

Figure 5.5: Workforce Support Partners

5.2 ENGAGEMENT

HOW DOES THE TECHNOLOGY CENTER ENGAGE PERSONNEL TO ACHIEVE A HIGH PERFORMANCE WORK ENVIRONMENT?

5.2a Engagement and Performance

5.2a(1) How does the technology center foster an organizational culture that is characterized by open communication, high performance, and engaged personnel?

MT fosters an organizational culture characterized by open communication, high performance, and engaged personnel through several key strategies:

Transparent Leadership Communication:

MT's leadership encourages transparency and collaboration by maintaining an open-door policy at all levels, encouraging staff to share ideas, ask questions, or raise concerns without the fear of reprisal.

Regular communication from the superintendent and executive team, including email updates such as the Weekly Wrap-Up, town halls, and leadership meetings, keeping employees informed about key initiatives, budget decisions, and strategic goals.

Two-Way Feedback Systems:

MT uses employee surveys, such as the Great Places to Work Survey, focus groups, and team discussions to gather staff input on workplace climate, processes and improvements. Results from feedback instruments are shared openly, and action plans are developed to address identified areas of concern.

Cross-Functional Collaboration:

Employees across departments participate in committees and task forces that promote interdepartmental communication and ensure diverse voices are heard during decision-making.

High Performance:

Clear Expectations and Accountability are a priority.

All new hires complete the New Employee Work Site Onboarding Checklist, receive detailed job descriptions, participate in regular performance evaluations, and collaborate with supervisors to set growth-oriented goals. The professional growth goal and evaluation process is tracked through Frontline Professional Growth. The employee professional growth goal and evaluation process is one way we strive to provide Quality Career Training on our path to Vision 2025.

High standards are maintained through ongoing monitored program outcomes, credentialing success, student satisfaction surveys, and student performance data.

Data-Driven Improvement

Staff are trained to use data analytics and key performance indicators (KPIs) to evaluate and enhance instructional quality and operational efficiency. Professional development is targeted to support continuous improvement, based on program review findings and industry trends.

Recognition of Excellence

High-performing employees are recognized through:

- Annual Employee Recognition Awards, which celebrate end-of-year accomplishments at the Annual Blue Out event.
- Years of Service Awards – Celebrating dedication and long-term contributions.
- Peer-to-Peer Recognition Awards – Allowing colleagues to nominate each other for acts of excellence.

5.2a(2) How are key drivers of personnel engagement determined?

The key drivers of employee engagement are identified through a comprehensive, data-informed approach that combines staff input, performance metrics, and continuous evaluation of workplace culture. This approach supports the organization's commitment to Pillar #2 – Empowered Employees as Valued Team Members and Stakeholders by focusing on what motivates employees, promotes their success, and fosters long-term organizational commitment.

The engagement of the workforce is directly related to the success of the students; therefore, the correlation between workforce engagement and student results is part of the analysis for drivers of workforce engagement.

5.2a(3) How is personnel engagement assessed?

Engagement is measured through tools such as the Great Places to Work Survey, exit interviews and surveys, and supervisor feedback. Participation in programs like MetroBLUE, formerly known as Emerging Leaders Academy, and employee recognition initiatives further reflects a strong emphasis on cultivating leadership and celebrating contributions across all levels of the organization.

Additional engagement is evidenced in employee involvement in professional development opportunities such as Finance 101, EOC Team Training, Safety Training, and OKACTE conferences. Strategic planning sessions and all-staff meetings also provide employees with a voice in shaping the future of the organization.

Insights into employee motivation and workplace improvement are regularly gathered through employee advisory groups, professional learning communities (PLCs), and cross-functional committees ensuring that engagement efforts remain responsive, inclusive, and aligned with MT's mission, vision and values.

5.2a(4) What is the technology center's personnel performance evaluation system?

MT utilizes Frontline Professional Growth as its personnel performance evaluation system. This platform supports ongoing professional development by streamlining the evaluation process, setting clear performance expectations, facilitating feedback, and tracking progress toward professional goals. It allows for consistent and transparent evaluations aligned with institutional standards and promotes continuous improvement among staff. The concept of "student success" extends to the workforce as each are "students" continuing to learn and develop in their chosen field of expertise. MT believes everyone can grow and lead in their current position.

Acknowledging that many faculty come from industry with no teaching background, MT provides coaching in curriculum development and teaching strategies.

5.2a(5) How does the personnel performance evaluation system support high performance and engagement?

MT uses Frontline Professional Growth as its personnel performance evaluation system. This platform supports continuous professional development by providing a structured process for setting goals, receiving feedback, and completing evaluations aligned with organizational standards.

At the start of each school year, supervisors and their direct reports access the system to establish professional growth goals and follow an evaluation timeline. Supervisors are responsible for scheduling the professional growth process in Frontline to allow their team members access to necessary forms.

Below is the FY25 Professional Growth and Evaluation Timeline:

For Non-Certified Employees:

- Professional Growth Goal complete by October 7, 2024
- Mid-Year Professional Growth Goal Check-in complete by January 31, 2025

- Annual Evaluation complete by April 30, 2025
 - Finalize Professional Growth Goal and Evaluation
- For Certified Teachers, Counselors, and Administrators:
 - Professional Growth Goal complete by October 7, 2024
 - Fall Evaluation complete by December 9, 2024
 - Probationary Teachers Only
 - Mid-Year Professional Growth Goal Check-in by January 31, 2025
 - Spring Evaluation complete by April 30, 2025
 - All Certified Staff
 - Finalization of Professional Growth Goal and Evaluation
 - All Professional Growth Goals and Evaluations should be finalized by May 8, 2025.

Supervisors are reminded to inform the HR team of any supervisory structure changes to ensure proper assignment within the system. This evaluation process is a key part of our commitment to providing Quality Career Training as we work toward Vision 2025.

5.2b Personnel and Leader Development

5.2b(1) How does the professional development system support the technology center's needs and the personal development of its personnel and leaders?

Through MT's professional development system, facilitated by Frontline Professional Growth, personnel are empowered to set and pursue individualized goals that reflect their professional interests, skill gaps, and career aspirations. Staff are also able to track their professional development hours through this system. Mid-year check-ins and evaluations foster ongoing reflection, dialogue, and mentorship between supervisors and staff, strengthening communication and support.

For leaders and supervisors, MT has implemented monthly leadership meetings, training sessions, and a recent book study. Additional leadership development initiatives such as Team Metro Tech meetings and MetroBLUE further support collaboration and professional learning. MetroBLUE (Bolstering Leadership Understanding & Excellence) is MT's leadership development series that utilizes GiANT tools focusing on personal leadership development within our circles of influence.

Probationary and new staff receive structured support to ensure a smoother transition and more intentional professional growth. This includes participation in the New Teacher Academy, mentor pairings, and the use of the New Employee Work Site Onboarding Checklist.

5.2b(2) How is the effectiveness and efficiency of the professional development system evaluated?

The effectiveness and efficiency of the professional development system are evaluated through goal completion, evaluation data, and feedback. Frontline Professional Growth tracks professional development hours and attendance. Regular feedback from surveys is taken into consideration when planning future meetings and professional development opportunities. This process ensures the district remains responsive to staff needs.

5.2b(3) How is career progression and succession planning managed for the technology center?

Career progression and succession planning are supported through a combination of professional development incentives, internal hiring practices, and transparent recruitment processes.

Staff are encouraged to pursue further education or certifications relevant to their roles, with tuition reimbursement available for approved coursework, up to \$3,000 per fiscal year. Plans must be pre-approved by supervisors, and successful completion is verified by HR.

Internal vacancies are posted for a minimum of five business days and shared with all staff via district email. External positions are posted for at least ten business days or until filled and also shared by email. All staff must go through the hiring process to ensure the most qualified candidate is selected.

This approach supports individual career growth while maintaining a strong internal talent pipeline for future leadership and staffing needs.

Great Places to Work Survey indicates that 88% of the employees think MT is a great place to work.

88% of employees at Metro Tech say it is a great place to work compared to 57% of employees at a typical U.S.-based company.

Metro Tech 88%

Typical Company 57%

Source: Great Place to Work 2021 Global Employee Engagement Study

94%

I am able to take time off work when I think it's necessary.

92%

I am proud to tell others I work here.

92%

I feel good about the ways we contribute to the community.

92%

When you join the company, you are made to feel welcome.

91%

My work has special meaning; this is not "just a job."

Figure 5.6: Personnel Satisfaction GPTW

5.2b(4) What are the engagement results?

The Great Places To Work Survey shows employee job satisfaction, communication effectiveness, and Leadership support results as follows: 89% Personal Job, 73% Communication, and 80% Support.

COMPARISONS BY DIMENSION

AVERAGES

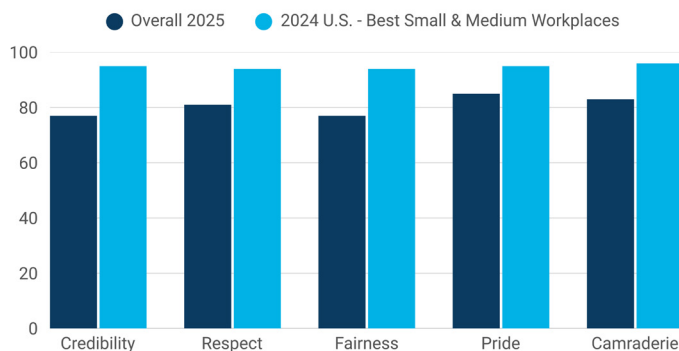


Figure 5.7: Engagement Drivers (GPTW 2025)

Standard 6 Operations

6.1 OPERATIONAL EFFECTIVENESS

HOW DOES THE TECHNOLOGY CENTER DESIGN, MANAGE, AND IMPROVE KEY INSTRUCTION AND TRAINING, SUPPORT SERVICES, AND WORK GROUP OPERATIONS?

6.1a Program, Service and Process Design

6.1a(1) How are instruction and training offerings determined?

Program Planning determines instructional and training offerings by evaluating the effectiveness of current programs through comprehensive program reviews. These reviews incorporate follow-up data; advisory committee participation and feedback; application and enrollment trends; and labor market demands. This information is used to identify performance gaps and set targeted goals for continuous improvement.

When considering new programs, several factors are evaluated, including start-up and annual operating costs, availability of classroom or facility space, instructor recruitment and salary requirements, labor market demand, projected starting wages for program completers, and student interest. New programs or trainings are developed in response to local economic and workforce development needs. Additional considerations include potential community impact and opportunities to strengthen or expand existing partnerships.

6.1a(2) How are offerings aligned to the technology center's mission/vision?

Program offerings are driven by a commitment to preparing individuals for successful employment and purposeful lives. Each year, programs are reviewed to ensure alignment to the mission, vision, values and strategic plan - Vision 2025, specifically, Pillars 1 and 3. Objectives and measures of the pillars are monitored quarterly. Pillar 1 emphasizes quality training ensuring that students have access to industry specific equipment, a positive educational experience, relevant job opportunities, and instruction and curriculum aligned with current industry standards. Pillar 3 emphasizes local economic development and workforce by leveraging free or low-cost training and by determining effectiveness of training. Labor market trends are also regularly analyzed to confirm that training remains responsive to workforce needs. Ultimately, the goal is not only to support student success within their chosen programs, but also to ensure they are well-positioned to obtain employment that strengthens the local economy.

6.1a(3) How does the technology center ensure its programs/trainings are relevant to current labor market needs?

Beginning this year, each Program Review will review the current labor market needs by utilizing the Occupational Employment and Wage Statistics program that is a federal-state cooperative program that produces employment and wage estimates annually for over 800 occupations.

Additional information about the content of instruction compared to labor market needs comes from advisory committee input, community contacts and partnerships, requests for customized training, and business visits by EWD coordinators and full-time instructors.

6.1a(4) How are key instruction and training, support services, and work group requirements determined?

MT complies with accreditation standards set by OSDE and ODCTE and regularly reviews support services to align with organizational goals and evolving needs. Stakeholder feedback, including input from advisory committees, student satisfaction surveys, focus groups, and district partners, guides course offerings and instructional priorities. The Curriculum & Instructional Support department collaborates with the Instructional department (site leadership and instructors) to identify needs in areas such as instructional strategies, instructional design, and educational technology.

In the Enrollment and Student Services department, student counseling support needs are identified through multiple channels: instructor or administrator referrals, student self-referrals, adherence to American School Counselor Association (ASCA) guidelines, current school counseling trends, and insights gathered through stakeholder feedback. These diverse inputs ensure that support services are responsive, relevant, and equitable.

The Enrollment and Student Services department determines career advisement needs through ongoing professional development and through collaboration with instructional leadership and instructors to understand current and emerging program requirements. The team also works closely with the Finance department to ensure students receive accurate information regarding tuition and fees and with Economic and Workforce Development (EWD) department to provide up-to-date guidance on short-term training opportunities for potential clients.

The Special Populations Liaison assesses student needs by reviewing IEP and 504 documentation and by maintaining open communication with both students and instructional staff. These reviews ensure that accommodations and services are effectively implemented and meet individual student needs. In the Testing Center, assessments, such as ACCUPLACER, are selected based on institutional placement policies, state requirements, and their ability to provide reliable data for educational planning.

All tools and programs are regularly reviewed to ensure alignment with student success goals. Through collaboration, consistent evaluation, and adherence to professional standards, MT ensures that all support services and instructional strategies are well-informed, student-centered, and responsive to the needs of our diverse population.

6.1a(5) How are instruction and training, support services, and work groups designed to meet their requirements?

Held twice annually for each program, Advisory Committee meetings offer valuable input on curriculum, equipment, and areas for program improvement. In addition, follow-up data is reviewed by instructional staff and site leadership to evaluate student outcomes and inform continuous enhancements to instruction and training. Work-based

learning experiences, including clinicals and simulations, play a critical role in student development by bridging the gap between classroom training and real-world work environments. Throughout all programs, attendance and professionalism are emphasized as key components of employability and workforce readiness.

Support services may include instructional design, Learning Management System (LMS) and Student Information System (SIS) support, student assessment strategies, and educational technology integration.

Counselors deliver services based on the structured counseling calendar, while also addressing individual and group needs as they arise throughout the school year. These services are clearly communicated to students during site orientations and through in-class presentations, ensuring all students are aware of the support available to them. Counseling services and student needs are regularly reassessed and adjusted to stay current with student trends and evolving challenges.

The Enrollment and Student Services (ESS) department is comprised of specialized roles including career advisors, high school recruitment and outreach specialists, testing center staff, and student services representatives. Each team member receives targeted training in their respective areas to ensure high-quality, student-centered service. To evaluate and refine recruitment strategies and enrollment efforts, the team actively analyzes data and enrollment trends. Key software tools—such as HubSpot (our CRM system), PowerSchool, Enrole (for short-term course enrollment), and Microsoft Teams—communication support, data tracking, and streamlined workflows. The enrollment process is supported by established timelines and tasks, all organized and managed within HubSpot to maintain clarity and consistency across the team.

The Special Populations Liaison plays a vital role in ensuring accessibility by developing and sharing clear processes and procedures with staff. This access helps guarantee that accommodations for students with IEPs, 504s or other support needs are consistently applied and understood by all involved parties. Together, these systems and practices ensure that instruction, support services, and team operations are aligned with institutional goals and effectively meet the diverse needs of our student population.

6.1b Process Management

6.1b(1) How do day-to-day operations ensure key instruction and training, support services, and work group committee requirements are met?

MT ensures key instruction and training, support services, and work group requirements are met through effective daily operations and support systems. Student services—including counseling, enrollment, financial aid, assessment, curriculum and instructional support, IT, transportation, special populations (IEP and 504), and site leadership—provide targeted assistance. This teamwork allows for responsive support that aligns with instructional goals. Members from the various services meet regularly to ensure daily operations are efficient and timely. For example, PowerSchool Committee meets at

least twice a month to provide efficiency within the SIS that collects attendance, grades, and demographic data as well as ensuring coursework is aligned to the instructional frameworks. Student surveys are conducted to further gather feedback to ensure support services continue to meet evolving needs. Departments led by directors also set goals based on data to be accountable and intentional in their responsiveness.

6.1b(2) How are key support work groups determined?

Key support work groups are strategically formed to align with the goals outlined in Vision 2025. To minimize distractions and maintain focus, leaders and administrators actively monitor progress, identify challenges, and implement solutions in support of each Vision 2025 Pillar. Pillar work groups are established based on organizational divisions that correspond to each pillar and meet quarterly to drive continuous improvement and align efforts with the district's mission, vision and values.

Additional support work groups are created based on the need for diverse perspectives, shared accountability, and the ability to take actionable steps toward improvement. These groups often include stakeholders who are directly impacted or who can contribute valuable feedback and insight. Examples include the Business and Education Advisory Council, Superintendent's Student Advisory Council, Innovation Hub, Influential Change Committee, Core Values Champion Team, Student Ambassadors, student focus groups, PowerSchool Committee, Enrole Committee, and the District Master Plan Core and Steering Committees.

6.1b(3) How do work groups improve student/client learning, enhance performance, enrich core competencies, and increase effectiveness and efficiency?

Work groups contribute significantly to improving student/client outcomes by fostering a culture of continuous professional development and collaboration. Support staff regularly engage in professional learning to strengthen their own competencies, and targeted training is provided to teachers and instructors.

Students also benefit directly from work group initiatives through participation in CTSOs where they develop leadership and technical skills and have opportunities to demonstrate their learning through competitions. Additionally, work-based learning opportunities enrich classroom instruction by connecting students with real-world experiences that deepen their understanding and skill application.

Cross-functional committees and support work groups also play a critical role in streamlining processes and improving systems that impact students and clients. These groups develop standardized procedures, optimize the use of software platforms, and collaborate across departments to improve performance and service delivery. The Innovation Hubs further support these efforts by serving as a space to design, test, and implement creative solutions that promote both efficiency and effectiveness district wide.

6.1c Innovation Management

6.1b(1) How does the technology center engage in innovation?

• How is innovation identified?

Innovation at MT means making transformative changes that benefit not only our organization but also the broader community we serve. It is about making meaningful change to improve programs, services, processes, the organization, and societal well-being. Furthermore, it's about evolution, modernization, and embracing intelligent risks that push us to think in new ways and adopt novel approaches.

Over the past five years, efficiency and data-informed decision-making have been key drivers of organizational improvement. To support these efforts, several software solutions have been implemented to streamline operations and enhance data collection. These solutions include PowerSchool, Enrole, Hubspot, Bright Arrow, Frontline, EventPro, Transfinder, Brightly, Asset Essential, and others. Each system contributes to increased accuracy, improved communication, and more efficient workflows within and across departments.

Innovation is identified either by departments or Innovation Hub quarterly meetings. All employees are invited to join and participate at the Innovation Hub meetings. The Innovation Hub operates under a set of guiding principles designed to maintain momentum. Principles include invite every voice, embrace change, and share and mentor. During these meetings, participants are to

- Rethink and Reshape: Challenge existing project strategies and set up new, innovative approaches.
- Collaborate and Create: Work with colleagues across the district, where every voice is valued, and all ideas are welcomed.
- Experiment Fearlessly: Embrace experimentation, understanding that failures are steppingstones to success.
- Continuously Improve: Contribute to a culture of continuous improvement, where discovery and innovation are shared generously.

6.2 COMMUNITY PARTNERSHIPS AND INVOLVEMENT

HOW DOES THE TECHNOLOGY CENTER ENSURE COMMUNITY INVOLVEMENT?

6.2a Engagement

6.2a(1) How does the technology center actively support and strengthen its partner school communities?

MT actively engages with its partner school communities through consistent and meaningful communication regarding student concerns, progress, and achievements. Recruiters and counselors regularly participate in a variety of recruitment events and share detailed information about MT's programs and opportunities. To help prospective students explore career and technical education, MT

offers engaging experiences such as campus tours, career exploratory summer camps, and showcase events.

To strengthen communication and collaboration, MT hosts regular meetings with partner school counselors, provides appreciation materials, and recently offered Mental Health First Aid training to a group of Oklahoma City Public Schools counselors. Partner school counselors have been involved in MT initiatives such as the Opioid Abatement Grant. MT also provides information about services for individuals with disabilities. Meetings are held with "front-line" educators and district-level personnel to determine mutual best practices in recruiting, retaining, and serving students with disabilities. Partner school personnel at all levels are given the opportunity to provide feedback to improve special services delivery.

MT leadership also meets regularly with sending school administrators. Collaboration efforts include planning embedded programs, hosting principal meetings, and providing meeting space. Currently, MT has five embedded teachers delivering program-related courses and one embedded Cosmetology program in partner schools. In addition, employees of partner schools are offered a 50% discount on MT short-term classes.

6.2a(2) How does the technology center engage in activities and/or partnerships in its key communities to benefit the school?

MT networks with community leaders and members by attending chamber of commerce events, meeting key leaders of businesses and industry, and participating in local community events by hosting tables and participating in parades. MT's Wellness and Outreach Center promotes programs for citizens of the community by providing physical activities, education & nutrition classes, mental health awareness, and disease prevention to all ages. Local community non-profits and organizations collaborate with the counseling department to provide resources to assist students/clients. Also, community members, businesses, and industries contribute funds to the Metro Tech Foundation, which provides scholarships and financial assistance to students.

MT partners with key industries and/or businesses to enhance delivery of content or teach skills. This engagement includes both formal partnerships, established through Memorandums of Understanding (MOUs), and informal collaborations built through consistent relationship-building and mutual support.

By staying familiar with available community resources and maintaining strong connections through regular networking, staff are better equipped to guide and support students.

6.2a(3) How does the technology center ensure every program area utilizes advisory committee input in program planning and continuous improvement?

Each program is required to have an Advisory Committee that meets twice a year – once per semester. The purpose of these committee meetings is to provide an opportunity for members to give input to program planning. Industry partners support student placement and advise the programs on relevant needs. MT records advisory

membership, meeting dates, minutes, and industry partner involvements in Microsoft Teams folders. A review of advisory committee inputs is part of the program review process for continuous improvement.

6.2a(4) How is technology center/instruction and training enriched by utilizing community resources?

MT works closely with community partners to support student success and ensure alignment between instructional goals and real-world expectations. Clinical and internship-based settings allow students to receive ongoing feedback about student performance and adjust instruction to better prepare students for the workforce. Advisory meetings held for each program area further enhance this collaboration, providing access to valuable resources such as industry feedback, program recommendations, curriculum recommendations, internship opportunities, and guest speakers.

6.2a(5) How does the technology center ensure advisory committees represent a broad segment of business and industry in the program or communities served?

MT captures the Advisory Committee membership and engagement activity by uploading the information to Microsoft Teams. The site administration provides oversight of the data and are accountable for ensuring all programs have a diverse representation. Furthermore, instructors are encouraged to use a professional day to seek and recruit new businesses and industries.

6.2a(6) How do personnel maintain a working relationship with their applicable field and their business and industry advisory committee?

Personnel maintain strong working relationships with their applicable fields and Advisory Committees through ongoing communication, professional engagement, and strategic collaboration. MT hires instructors with current industry experience and expertise. These instructors are encouraged to remain active in their professional fields by pursuing continuing education, maintaining industry certifications, and participating in relevant conferences or trainings. Additionally, MT provides dedicated time and resources for this professional growth.

Instructors engage with their Advisory Committee by participating in scheduled meetings, gathering input on curriculum relevance, and collaborating on opportunities such as internships, guest speaking events, and equipment or technology updates. This two-way relationship ensures that instructional programs remain aligned with current industry standards and workforce needs.

6.3 FACILITIES, TRANSPORTATION, EQUIPMENT, RESOURCES, AND MATERIALS

HOW DOES THE TECHNOLOGY CENTER ENSURE APPROPRIATE FACILITIES AND EQUIPMENT ARE UTILIZED?

6.3a Facilities

6.3a(1) How does the technology center ensure the size of the facility is adequate to ensure safe and quality education and training?

Accrediting bodies and local building codes determine appropriate space. The size and layout of the facilities are configured according to state and national accreditation guidelines. The equipment that is installed in each program is also vetted by local Industry program advisors. Much of it is also recommended/required by state and national accrediting bodies. MT will also benchmark similar programs and consider OSHA's requirements.

6.3a(2) How does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?

OSHA requirements related to safety are the first step in determining the need for ventilation, dust control, noise control, and safety. Licensed electricians, plumbers, contractors, and architects are utilized to determine the needs of the area. MT has a dedicated facilities maintenance team that is charged with maintaining all buildings at the optimal level of functioning.

6.3a(3) How does the technology center ensure adequate office, program, and storage space to meet industry quality and standard for which the instruction and training is preparing students/clients to enter?

Advisory Committees' input and/or accrediting entities' requirements help keep programs aligned with industry standards as they relate to training and storage spaces. MT provides each instructional staff member with a customized area to meet the needs of the program according to industry standards. When designing programs and space, MT considers the safety, instructional effectiveness, and relevance to the industry.

6.3a(4) How are the facilities properly maintained and arranged in order to provide a safe and conducive work and learning environment?

MT has a dedicated facilities maintenance team that maintains all building systems. We also employ contractors specific to the task at hand when needed. Additionally, MT has a team of credentialed Industrial safety experts who are charged with maintaining the safe operation and layout of all sites.

6.3a(5) How are efforts made to provide barrier-free facilities that accommodate individuals with disabilities?

MT is committed to creating an inclusive learning and working environment that is accessible to all, regardless of ability or disability. We ensure full compliance with the Americans with Disabilities Act (ADA), Section 504 of the

Rehabilitation Act, and Oklahoma CareerTech guidelines. Our approach is both proactive and responsive, aiming to eliminate barriers and provide equal opportunities for all students, clients, and staff.

All campuses have been designed or retrofitted to meet or exceed ADA accessibility standards.

Key features include:

- ADA-compliant ramps, doorways, restrooms, elevators, and signage (including Braille and tactile indicators)
- Accessible classroom and lab layouts to accommodate mobility devices
- Proper curb cuts, handrails, and designated van-accessible parking spaces

6.3a(6) How does the technology center ensure that students/clients in instruction and training located away from the technology center campus (examples – offsite BIS training, distance education students) have access to the same services?

Instruction and training provided offsite have access to the same services as on campus students and clients. MT members collaborate with industry or school partners to ensure that the equipment and curriculum are current, relevant, and adequate. Meetings are held prior to instruction or training for a needs assessment and to evaluate the space and equipment. Various MT departments assist with set-up, including the IT department, Operational Services department, Instructional or EWD department to ensure access is appropriate. For example, when training for the City of Oklahoma City is conducted at their facility, an evaluation of the space is completed to determine appropriateness and accessibility of services, such as utilization of laptops, training specific equipment, etc. Also, embedded programs and classes with sending schools have the same access. MT provides internet services, laptops, furniture, curriculum, etc. to ensure students have a comprehensive Metro Tech experience.

6.3b Transportation

6.3b(1) How does the technology center provide for transportation needs?

MT has 18 standard school buses that are used for the daily transportation of students. Full time students are provided transportation from either their home or partner schools. MT has 13 fleet vehicles that can be checked out for staff usage, which includes SUV's and Multiple Passenger Vehicles (People Mover Van).

6.3b(2) How are transportation vehicles properly maintained and serviced?

MT has two mechanics onsite that are charged with the daily maintenance of all the vehicles in the district fleet. There is a dedicated shop and warehouse space for basic supplies and tools required to maintain the fleet. MT also uses outside vendors to perform repairs and maintenance that cannot be done on site. Original Equipment Manufacturer (OEM) gives guidance to the technicians. Buses are inspected annually by certified school bus inspectors.

6.3c Equipment

6.3c(1) How is appropriate equipment chosen and maintained in proper working condition?

Program equipment is suggested by the advisory committee, state or national accrediting bodies, and/or teacher/instructor. A budgeting process is followed beginning with a budget proposal of needed equipment. Once purchased, the maintenance of this equipment is performed by the facilities maintenance team or an approved vendor.

6.3c(2) How does the technology center ensure personnel and students/clients have access to necessary equipment and materials to complete their daily work?

MT utilizes annual budget proposals for each program for supplies, curriculum, consumables, technology, and equipment. MT has purchasing processes and policies and an inventory system to track the age of equipment.

IT staff communicates with instructors and site leaders to monitor and adjust equipment purchases and access to IT resources. Communication occurs through phone calls, onsite visits, emails, and IT work order system.

Annual student satisfaction surveys provide valuable feedback to ensure students have access to essential supplies and equipment. Advisory committees' input and benchmarking with other career tech programs also provide feedback on equipment and materials necessary to provide quality training.

6.3c(3) How does equipment meet or exceed all appropriate safety standards?

All equipment is inspected for proper and safe setup and operation. MT has Industrial Safety Specialists who inspect and ensure the equipment is operating safely and is equipped with the needed safety features. The Industrial Safety Specialists also provide training and/or professional development when necessary.

6.3d Resources & Materials

6.3c(1) How are appropriate and up-to-date software, resources, and materials chosen and maintained?

IT equipment is chosen based on instructional program needs, industry and/or sector-leading tools, and the requirements of administration to support instruction. MT maintains IT assets through daily monitoring of its communication systems, system health monitoring applications, and periodic on-site inspections. As updates are released, IT staff monitors patch management websites and forums to determine if updates have adverse effects on hardware and software. Updates that have reported problems are not released to help reduce any downtime to students, clients, or staff. The IT work order system informs, prioritizes, and tracks IT work requests from staff across the district.

MT uses advisory committee input, instructor recommendations, and feedback from student satisfaction surveys to evaluate appropriateness of materials. Advisory committee members and instructors may have other requests; therefore, these requests are processed through the budget proposal process to determine if funds are available.

6.4 SAFETY, SECURITY, AND EMERGENCY PREPAREDNESS

HOW DOES THE TECHNOLOGY CENTER ENSURE EFFECTIVE MANAGEMENT OF TECHNOLOGY CENTER OPERATIONS?

6.4a Safety

6.4a(1) How is a safe operating environment provided?

(6.4 d(1) Only Scored by Civil Rights/Safety Coordinator)

- What appropriate safety features (fire extinguishers, electrical outlets, eye wash stations, vehicle lifts, etc.) are available in the facility(ies)?

- What are appropriate measures that can be taken to protect students/clients and personnel if a safety issue arises in classroom and laboratory settings?

MT is a leader in CareerTech safety. We maintain an integrated, data-driven safety system that not only complies with, but exceeds, OSHA 29 CFR 1910 and 1926 standards. We are proud to be the only CareerTech center in Oklahoma with an active OSHA Alliance, giving us enhanced access to safety resources, training, and regulatory insights from the U.S. Department of Labor.

Safety Features Across Campuses:

- Monthly-inspected fire extinguishers and clearly posted evacuation maps in all classrooms
- Emergency eyewash and safety showers in appropriate labs (automotive, welding, science, cosmetology, etc.)
- Vehicle lifts are inspected annually by ALI-certified inspector
- GFCI outlets, machine guarding, and LOTO systems to prevent electrical and mechanical hazards
- 38 AEDs across all campuses, strategically located with signage, and supported by AED awareness training for all staff

Digital Safety Tools – VelocityEHS Suite

MT leverages one of the most advanced safety management platforms available to support and prevent incidents:

- SDS Management: Online chemical information access
- Job Safety Analysis (JSA): Trade-specific hazard assessments
- Incident Management: Digital reporting for injuries, illnesses, and near-misses
- Emergency Response Services
- Audit & Inspection Tools
- Office Ergonomics Evaluations
- Respirator Fit Testing Module
- Training & Onboarding Records

Injury, Illness, and Near-Miss Reporting

All incidents are documented electronically in real time, providing visibility into root causes, corrective actions, and trends across campuses.

Training & Staff Development

- Vector Solutions: Delivers required safety training to staff (BBP, HAZCOM, Emergency Action Plans, etc.)
- OSHA 10-Hour General Industry Training: Offered to all staff at no cost
- Instructors are certified in CPR, First Aid, Stop the Bleed, and OSHA standards related to their programs

OSHA Alliance Partnership

As a formal OSHA Alliance partner, MT collaborates directly with OSHA to improve safety awareness and build a culture of prevention. This partnership includes early access to regulatory updates, participation in national campaigns, and professional development for staff and students.

6.4a(2) How are safety deficiencies corrected?

Safety audits are conducted by the instructor, safety coordinator, or any staff member who identifies a deficiency. The deficiency is investigated by the MT safety coordinator and the findings as well as corrective action(s) are provided to the appropriate director/supervisor.

6.4a(3) How is program-specific safety planned, presented, demonstrated, and practiced by personnel in classroom and laboratory activities?

Safety is carefully planned and communicated through annual trainings that all employees must complete to ensure compliance and safety in classroom and laboratory activities. Instructional staff are responsible for adhering to their industry-specific safety requirements as well as presenting, demonstrating, and practicing these safety measures with their students. For example, instructors in the trade and industry programs have completed OSHA training. Students are required to complete safety training that aligns to the program's industry requirements.

Each site has employees trained as First Aid Responders. Furthermore, ESRA personnel assist instructional staff in various ways, including training, safety inspections and recommendations on equipment, supplies, storage, and materials needed.

6.4a(4) How does the technology center ensure that all personnel and students/clients demonstrate acceptable knowledge, attitudes, and behaviors related to health and safety practices?

MT employees and students engage in annual safety training, regular emergency drills, site audits, and inspections. MT BOE has instituted policies for safety, security, facilities use and access. MT provides safety/health/environmental training both online and in-person such as hot wash debriefs.

6.4b Security

6.4b(1) How does the technology center district ensure a secure operating environment?

MT takes a comprehensive, multi-tiered approach to security, ensuring our campuses remain safe and secure at all times. This approach includes physical security infrastructure, trained personnel, active monitoring, and student/staff empowerment through accessible technology.

Personnel & Infrastructure:

- Armed CLEET-certified security officers are present any time students are on campus, including evenings and weekends
- Controlled access to all buildings with electronic keycard systems
- All staff and students are required to display MT ID badges
- Visitors are monitored throughout their visit

Surveillance & Real-Time Monitoring:

- All campuses are equipped with 24/7 video surveillance systems
- Security cameras are actively monitored in real-time by MT Dispatch any time someone is present on campus
- Live footage is used for threat detection, investigative purposes, and verification of emergency situations

LiveSafe App Integration:

MT uses the LiveSafe mobile app as a personal safety tool for staff and students. Features include:

- Anonymous reporting of suspicious activity, safety concerns, or bullying
- Access to emergency response protocols
- "SafeWalk" feature that shares your location with a trusted contact
- One-touch calling to 911 or MT security
- Push alerts for emergency announcements or drills

MT has adopted the [Standard Response Protocol \(SRP\)](#) developed by the "I Love U Guys" Foundation, which provides a nationally recognized, easy-to-understand approach to school safety. All staff and students are trained in the five core actions: Hold, Secure, Lockdown, Evacuate, and Shelter, creating a consistent and practiced language during emergencies.

Drills & Assessments:

- Regular lockdown, intruder, and shelter-in-place drills are conducted at all campuses
- Annual threat and vulnerability assessments conducted in partnership with local law enforcement and fire services

MT's commitment to layered security ensures that our campuses remain a safe and welcoming environment for all.

6.4c Emergency Procedures

6.4c(1) How does the technology center prepare for disasters or emergencies?

MT's emergency preparedness program is led by the EOC Director and a dedicated Emergency Manager and Deputy Emergency Manager who oversee all emergency planning, coordination, and response efforts. Our structure aligns with FEMA's four-phase emergency management framework: Mitigation, Preparedness, Response, and Recovery.

1. Mitigation:

- Annual risk and hazard assessments conducted across all campuses
- Safety upgrades based on inspection data, injury trends, and threat modeling
- Campus design features include storm-rated shelters, reinforced doors, and secure access points

2. Preparedness:

- Staff trained in NIMS/ICS, CPR, Stop the Bleed, and other first-response tools
- Emergency Action Plans (EAPs) are posted in all rooms and reviewed annually
- Emergency drills conducted monthly, including:
 - Fire evacuation
 - Tornado sheltering
 - Intruder and lockdown scenarios using the SRP model

3. Response:

- Emergency alerts are issued, reaching staff and students instantly by text, phone, and email
- LiveSafe app provides a real-time connection to security, emergency resources, and crisis communication
- Incident Command System (ICS) activated during real emergencies, with preassigned roles for each administrator
- On-site emergency supply kits, trauma bags, radios, and AEDs accessible for all campuses

4. Recovery:

- After-action reviews conducted after drills and real incidents
- Counseling and trauma recovery support available to students and staff
- Continuity of Operations Plans (COOP) ensure critical operations and instruction can resume following a significant event

MT's integrated emergency planning framework ensures that our students, staff, and visitors are protected before, during, and after any crisis. With strong leadership, tested systems, and a culture of preparedness, we are not just compliant—we are resilient by design.

PREVENTION		
Board Policies Specific to Safety and Security		
Threat Assessment	Annually during EOP review	
Armed Security	Daily when staff is on site	15 officers
First Aid Responders trained in CPR & AED	Annual	51 trained personnel
Access Control (Mechanical or Electronic) to buildings	Checked by Security throughout the day	100% of Buildings
CCTV System	Actively monitored by Security	515 Cameras
Written Health and Safety Plans	Reviewed Annually	10 plans
Burglar Alarm Systems	Actively Monitored/ Annually Inspected	100 % of buildings
Fire Alarm/Suppression Systems	Actively Monitored / Inspected IAW AHJ Requirements	100% Alarmed /70% Suppression
Video Intercom Systems	Main Entrances	100% Instructional Buildings
OK First Radar Trained staff	Monitor real-time weather during severe weather	2 personnel
NWS emergency communication slack channel	Monitored during severe weather days	
Protect OK app used for threat reporting	Available for all staff and students	
Ok Counter Terrorism Intel Center (OCTIC) notifications received for regional threats	Monitored by ESRA staff	
LiveSafe App for Reporting & Alerts	Used District wide	
INSPECTION		
Threat Assessment by OSSI	Scheduled 2025	Last completed 2018
Loss Control Specialist Walk Through	Quarterly	100% completed for 24-25
ESRA Site Safety Inspections	Quarterly	
INCIDENT/EMERGENCY MANAGEMENT		
NIMS Compliant EM Program	DHS Certificate	Annually
I Love You Guys SRP embedded in EOP		
FEMA Compliant Exercise Evaluation Program	After Action Reports /Hotwashes	Accomplished after every exercise/incident, deficiencies/improvements tracked until implemented
AEDs	Prominent Locations of all buildings	38 total

LiveSafe App: Real time Alerts and Tips	Used for immediate reporting and Mass push notifications, security and first aid responder dispatching	
Building Lock down pull handles	Instructional Buildings	
Emergency Radios with Dedicated NOAA channel		108 total
South Bryant Campus-Wide Building PA	Covers interiors and exteriors	100% installed
ROOT CAUSE ANALYSIS		
Formal incident investigation Process	Documented investigation with root cause and mitigation actions	Required for 100% of incidents

Figure 6.1: Emergency Preparedness

6.5 COMPLIANCE

ONLY SCORED BY FINANCIAL AID AND CIVIL RIGHTS EXAMINERS. HOW DOES THE TECHNOLOGY CENTER OBTAIN INFORMATION RELATED TO EDUCATIONAL EQUITY, NONDISCRIMINATION, AND ADHERENCE TO POLICIES AND PROCEDURES?

6.5a Educational Equity / Nondiscrimination – Civil Rights Examiners 6.5a(1-5)

6.5a(1) How has the district satisfied the minimum requirements for notification of its nondiscrimination policy, designation of a coordinator of compliance activities, and publication of grievance procedures?

MT has satisfied the minimum requirements for notification of its nondiscrimination policy by publicly posting the policy on its website, in student handbooks, and in other district publications that are widely disseminated to students, staff, and the community. These postings clearly state that the district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

In addition, MT has designated a compliance coordinator responsible for ensuring adherence to nondiscrimination laws and regulations, including Title IX, Section 504, and the Americans with Disabilities Act. The name, title, office address, telephone number, and email address of the designated coordinator are included in all nondiscrimination notices.

MT has also developed and made available grievance procedures that outline the process for addressing complaints of discrimination. These procedures are accessible to students, employees, and the public through the district's website and printed materials. The grievance process includes clear steps for filing complaints, timelines for response, and options for appeal, ensuring that all stakeholders are aware of how to seek resolution if concerns arise.

6.5a(2) How does the district ensure its facilities, instruction and training, and services are accessible and useable to individuals with disabilities?

MT is committed to providing equal access to facilities, instruction, training, and services for individuals with disabilities. To ensure accessibility, the district regularly assesses its buildings and grounds for compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Facilities are designed, constructed, or modified as needed to remove physical barriers, ensuring that entrances, classrooms, restrooms, parking areas, and common spaces are accessible to all individuals.

The Human Resources department works with employed individuals needing accommodation. The Special Populations Liaison consults with and trains program directors and instructors on appropriate delivery of and communication about services to individuals with disabilities. The Special Populations Liaison follows up with served individuals with disabilities to ensure needs are being met and to make any adjustments to services. Any adjustments to services or needed adjustments to program delivery are communicated with program directors and instructors with coaching extended.

Examples of accommodations include but not limited to this list:

- Assistive technologies such as screen readers, speech-to-text tools, and magnification devices
- Extended testing time, distraction-reduced environments, and note-taking accommodations

6.5a(3) How has the district taken steps to ensure that it does not discriminate in its personnel policies and practices?

MT has implemented specific policies and procedures to ensure that discrimination does not occur in its personnel practices. All employment-related policies, including recruitment, hiring, promotion, compensation, benefits, training, and disciplinary actions, are reviewed regularly to confirm compliance with federal and state nondiscrimination laws, including Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), and Section 504 of the Rehabilitation Act.

Job postings and recruitment materials clearly communicate the district's commitment to equal employment opportunity. MT provides equitable access to employment opportunities for all qualified individuals regardless of race, color, national origin, sex, disability, age, religion, or genetic information.

Additionally, MT's Human Resources department conducts routine training for hiring managers and supervisors on fair hiring practices, diversity, equity, and inclusion to minimize bias and ensure consistent application of policies.

Grievance procedures are established and communicated to all employees, providing a clear process for addressing and resolving concerns related to discrimination. The

district's designated compliance coordinator oversees personnel-related compliance and monitors practices to ensure fairness and consistency across all employment decisions.

6.5a(4) How does the district know recruiting, counseling, admissions, and instruction and training practices are effective in preventing discrimination?

MT ensures that recruiting, counseling, admissions, instruction, and training practices are effective in preventing discrimination through a combination of proactive policies, data-informed decision-making, and equitable access to support services. One key safeguard is that information related to race, gender, ethnicity, and age is not collected until after a student has been admitted, eliminating the potential for bias in the admissions process. This method helps ensure that all applicants are evaluated solely on their qualifications and readiness. To further promote equity, the district is committed to providing all students—regardless of background or personal characteristics—with equal access to support services. Career advisors, counselors, and instructional staff are trained in cultural competency and inclusive practices to meet the diverse needs of our student population. Additionally, MT regularly reviews data and feedback from students, staff, and partner schools to assess the effectiveness of its practices, identify any disparities in outcomes, and make necessary adjustments. Ongoing professional development and clear reporting protocols also help uphold a discrimination-free environment across all areas of student engagement.

6.5a(5) What diversity awareness training does the technology center provide for personnel and students/clients as well as sufficient additional support to meet the needs of special populations, minorities/ethnic groups, and non-traditional students/clients to encourage participation and completion in instruction/training and services?

MT is committed to fostering an inclusive, equitable learning and working environment that supports all students, clients, and personnel. To support this commitment, the technology center provides comprehensive diversity awareness training and additional targeted support to ensure the success and engagement of special populations, minority/ethnic groups, and non-traditional students. At new hire onboarding, HR goes over diverse cultures and inclusion. For all employees, GCN provides a sexual harassment component and a Title IX component. ADA accommodations for employees are handled through the HR office.

Regarding students with disabilities and medical issues, Counseling and Special Populations personnel receive annual, external training related to the unique needs of their served populations (including the potential intersection of needs due to other socio-economic factors). Counseling and Special Populations personnel also offers diversity awareness training to other MT faculty and staff in the area of individuals with disabilities.

6.5b Policies and Procedures – Financial Aid

Examiners 6.5b(1-12)

6.5b(1) How does the technology center annually review and update policies and procedures based upon laws and regulations?

The MT BOE policy review committee reviews policies annually. Leaders and administrators attend professional development meetings, which include updates on laws and regulations. Periodically, legal counsel is contacted to review policies and guidance to ensure compliance with the law and regulations.

6.5b(2) How do the financial aid personnel participate in developing policies and procedures that may impact the administration of financial assistance programs or the technology center's eligibility to participate in these programs?

The Financial Aid Team systematically reviews and updates the Consumer and VA Guide to ensure alignment and compliance with all revisions to federal, state, and institutional policies and procedures for the upcoming academic year.

6.5b(3) How does the technology center develop, disclose, and disseminate appropriate consumer information for current/potential students who may participate in federal student aid (FSA) programs?

The Marketing and Communications Department distributes annual emails and text messages containing links to the 'Consumer Guide at a Glance' to all enrolled students. Additionally, the comprehensive Consumer and VA Guide is made available on both the [MT website](#) and the [MT Financial Aid webpage](#).

6.5b(4) How does the technology center satisfy the financial and administrative capability requirements for institutions participating in FSA programs as required in its program participation agreement (PPA)?

MT fulfills administrative capability requirements by ensuring adequate staffing levels, maintaining a clear separation of duties, and assigning responsibility for the development of policies and procedures. Additional details can be found in the [Financial Aid, Consumer & VA Procedure Guide](#).

6.5b(5) How does the technology center ensure that district policies and procedures comply with the code of ethics (professional conduct) guidelines approved by the state board and there are policies and procedures in place for reporting and resolving alleged violations? ODCTE Rules 780:15-3-7-e

All personnel are provided with the district's Code of Conduct and Ethics during onboarding and through annual compliance training, which emphasizes professional behavior, ethical decision-making, and accountability. The district also communicates updates to policies as necessary to ensure continued alignment with state guidelines.

To address alleged violations, the technology center maintains clearly defined policies and procedures for reporting, investigating, and resolving ethical concerns and professional misconduct. These procedures include:

- Accessible and confidential reporting channels for staff, students, and stakeholders.
- Protections against retaliation for individuals who report in good faith.
- A formal investigative process led by appropriate personnel, ensuring objectivity and due process.
- Corrective actions, up to and including termination, when violations are substantiated.

The district periodically reviews these processes to ensure effectiveness, fairness, and compliance with state requirements. Documentation of training, investigations, and resolutions is maintained as part of the district's accountability and continuous improvement efforts.

6.5b(6) How does the technology center develop an appropriate policy for filing and resolving personnel, customer, and stakeholder complaints related to the operation of the school and the quality of its programs and complaints related to alleged violations of laws established to protect the rights of specified groups of individuals?

Policies are developed through a collaborative process that includes input from administration, legal counsel, key personnel, and stakeholder representatives to ensure they are legally compliant, transparent, and accessible. The policy framework is reviewed regularly to reflect changes in laws, state guidelines, and best practices. The BOE Policy Committee reviews policies on a regular basis or as needed to remain compliant to laws and regulations.

MT regularly communicates complaint policies through handbooks, the website, and employee/student orientations. Personnel responsible for handling complaints receive annual training to ensure a fair, consistent, and legally compliant response process. These personnel include our campus compliance officers. Through these procedures, the technology center promotes a culture of openness, responsiveness, and continuous improvement while ensuring the protection of individual rights and the integrity of its programs.

6.5b(7) How does the technology center develop a fair and equitable institutional refund policy in addition to adhering to FSA return requirements?

The Financial Aid Office collaborates closely with the Bursar's Office to ensure compliance with federal regulations and adherence to applicable federal guidelines. Additionally, the Bursar's refund policies are accessible through the MT [bursar webpage](#).

6.5b(8) How does the technology center implement appropriate procedures to account for campus-based funds (Federal Work Study, FSEOG) as well as any matching contributions?

N/A

6.5b(9) How does the technology center implement appropriate actions representing diligent enforcement of a Default Management Plan?

The Financial Aid Office maintains a Default Management Plan, which is publicly available on the Financial Aid webpage under the 'Important Documents & Quick Links' section. Additionally, MT partners with a third-party service to support default management efforts.

6.5b(10) How does the technology center accurately disclose entity names that accredit, approve, or license the school and/or its instruction and training offerings?

• How does the technology center allow customers and stakeholders to review this information

The names of accrediting, approving, or licensing entities are disclosed to customers in various ways, including the MT website and program guidebooks. Once accredited or approved, this information is shared with students with notifications and website updates.

6.5b(11) How does the technology center evaluate potential students who have neither a high school diploma nor equivalency for admission?

Adult students who do not have a high school diploma or GED are evaluated using the ACCUPLACER exam to determine their reading and math proficiency. This assessment is administered to all potential students if they do not have a recent ACT score. If a student's chosen program requires a diploma or GED, a career advisor will inform them and assist in identifying alternative pathways or suitable program options. High school applicants are ranked based on a point system outlined in a secondary student admission rubric.

6.5b(12) How were students who were admitted as having the ability to benefit properly documented for Title IV financial aid purposes?

Students are required to submit transcripts reflecting either 225 clock hours or 30 credit hours, or provide documentation of passing an approved Ability-to-Benefit (ATB) assessment. The complete policy is detailed in the [Consumer Guide](#)

6.6 OPERATIONS RESULTS

WHAT ARE THE TECHNOLOGY CENTER'S PERFORMANCE RESULTS?

6.6a Operations Results

6.6a(1) What are the results for operational effectiveness?

6.6a(2) What are the results for community partnerships and involvement?

NUMBER OF ENROLLMENTS		
SCHOOL YEAR	CUSTOMIZED INDUSTRY	COMMUNITY SERVICES
2024-2025	4,964	1,282
2023-2024	7,369	2,053
2022-2023	15,089	3,522
2021-2022	8,352	1,510
2020-2021	9,812	177

Figure 6.2: Community Partnership and Engagement

6.6a(3) What are the results for facilities, transportation, equipment, resources, and materials?

POLICY YEAR	# OF NON-INJURY COLLISION CLAIMS	# OF INJURY COLLISION CLAIMS	# OF FLEET VEHICLES
2024-2025	3	0	77
2023-2024	2	0	60
2022-2023	4	0	51
2021-2022	2	0	47
2020-2021	2	0	47

Figure 6.3: Vehicle Collision Claims

POLICY YEAR	# OF LIABILITY CLAIMS	\$ LOSSES
2024-2025	8	\$62,310.29
2023-2024	3	\$29,702.81
2022-2023	0	\$0.00
2021-2022	0	\$0.00
2020-2021	0	\$0.00

Figure 6.4: Liability Claims

POLICY YEAR	# OF PROPERTY CLAIMS	\$ LOSSES
2024-2025	0	\$0.00
2023-2024	1	\$513,824.93
2022-2023	1	\$397,755.00
2021-2022	1	\$58,161.00
2020-2021	2	\$208,337.00

Figure 6.5: Property Claims

6.6a(4) What are the results for safety and emergency preparedness?

MT has held the National Incident Management System certification for the past five years.



Figure 6.6: NIMS Certification

6.6a(5) What are the results for adherence to policies and procedures?

POLICY YEAR	EMR
2024-2025	0.77
2023-2024	0.81
2022-2023	0.81
2021-2022	0.64
2020-2021	0.79
Target: EMR < 1.0	

Figure 6.8: NCCI Experience Modification Factors

K-12 Partner	HIGH SCHOOL ENROLLMENT					
	FY22		FY23		FY24	
Charter/Private School	184	27%	259	32%	266	29%
Crooked Oak PS	30	4%	46	6%	45	5%
Home School	16	2%	15	2%	8	1%
Millwood PS	36	5%	38	5%	46	5%
Oklahoma City PS	420	61%	432	54%	535	59%
Out of District	6	1%	9	1%	7	1%

Figure 7a 1: K-12 Partner Enrollment

METRO TECH PROGRAM	HIGHER EDUCATION PARTNERSHIP
Auto Body Repair	OCCC, Redlands CC
Auto Service	OCCC, Redlands CC
Aviation Maintenance	OCCC, Redlands CC
Biomedical Sciences Academy	Concurrent
Computer Science Academy	Concurrent
Culinary Arts	OSU - Institute of Technology
Cybersecurity & Network Support	Redlands CC
Digital Cinema	Redlands CC
Early Care Education	OKCPS Teacher Pipeline Program
Electrical Technology	Redlands CC
Entrepreneurship	University of Iowa
Firefighter/EMT	OSU - Oklahoma City
Graphic Design	OCCC, Redlands CC
HVAC	Redlands CC
Medical Assisting	OCCC, Redlands CC
Multimedia Journalism	Depending on Certification
Nursing Services	OCCC, Redlands CC
Practical Nursing	OCCC
Pre-Engineering Academy	Concurrent
Surgical Technology	OCCC, Redlands CC

Figure 7a 2: Higher Education Partnerships

INSTRUCTIONAL SITE	ADVISORY BOARD MEMBERS
Aviation Career Campus	27
Business & Technology Center	124
Extensions	104
Health Careers Center	76
South Bryant Campus	95
STEM Academy	65
Total	491

Figure 7a 3: SY25 Advisory Committee Membership

BIS/ACD CLASS ENROLLMENT	FY23	FY24	FY25
Adult Career Development	5,103	3,407	1,050
Industry Specific	29,455	21,351	8,176
Total	34,558	24,758	9,226

Figure 7a 4: BIS/ACD Class Enrollments



Figure 7a 5: Superintendent's Business Advisory Council

BIS CUSTOMERS	FY20	FY21	FY22	FY23	FY24
New	162	160	103	67	34
Returning	94	160	50	76	40
Total	256	320	153	143	74

Figure 7a 6: BIS Customers

CLIENT BASED CONSULTING		
Year	# Enrollments	Contact Hours
2023	157	311
2024	144	316.5
2025	50	300

Figure 7a 7: Consulting Services

Sponsorships Awarded to Metro Tech Foundation Special Events in 2025

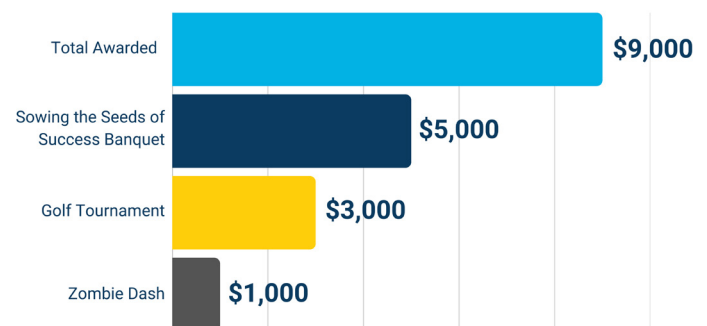


Figure 7a 8: MT Total Giving to MTF

OK CareerGuide Statistics - OKCPS

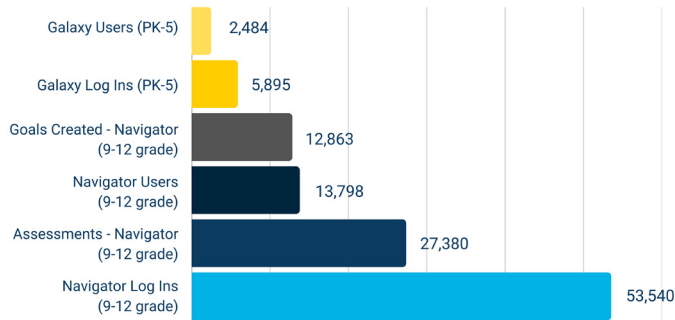


Figure 7b 1: OK CareerGuide Statistics

ICAP / PERKINS PROGRAMS OF STUDY

Secondary Students	Recruitment and Outreach Specialists work collectively with parents, counselors, and sending schools to integrate Individual Career Academic Plan (ICAP) activities
Adult Students	Individual career plans record educational objectives and career goals, needs assessment feedback, and acknowledgement of student expectations
All Students	Counselors document and monitor student academic performance and progress toward completion by maintaining a Plan of Study within the SIS

Figure 7b 2: ICAP / Perkins Programs of Study

In June of 2025, approximately **327** students participated in Tech Trek, Metro Tech's immersive, career exploration summer camp for 4th to 8th graders.

Figure 7b 3: Elementary Career Development Activities

SOPHOMORE SHOWCASE - NOVEMBER 2024

Number of Schools Invited:	Over 20 Virtual, Charter, Private & Public Schools
Type of Engagement:	Individual Station Visits
Purpose:	Career Exploration / Program Awareness
Format:	Rotational Stations (Hands-On, Q&A, etc.)
Approx. # of Participants:	1,792 Students

Figure 7b 4: Secondary Career Development Activities (Sophomore Showcase)

ADULT CAREER DEVELOPMENT ACTIVITIES

"Admissions Presentations"

Campus Tours

Career Fairs

FAFSA Nights

Open Houses

Senior Saturdays"

Figure 7b 5: Adult Career Development Activities

RECRUITMENT OUTREACH & ENGAGEMENT SUMMARY

Activity	Audience	Volume
Presentation Requests	Grades 9–11	Over 76 requests
Group Campus Tours	Middle & High School Students	16 group tours conducted
Program Visit Requests	High School & Adults	54 visit requests received

Figure 7b 6: Exploratory Career Development Activities

FULL-TIME PROGRAM ENROLLMENTS 2020 - 2025

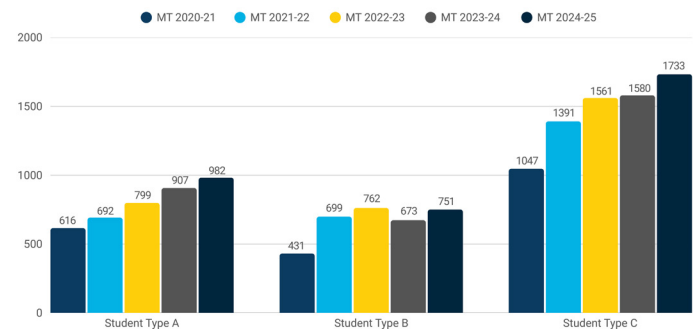


Figure 7b 7: Full-Time Program Enrollment by Student Type

COMPETENCY EXAMS

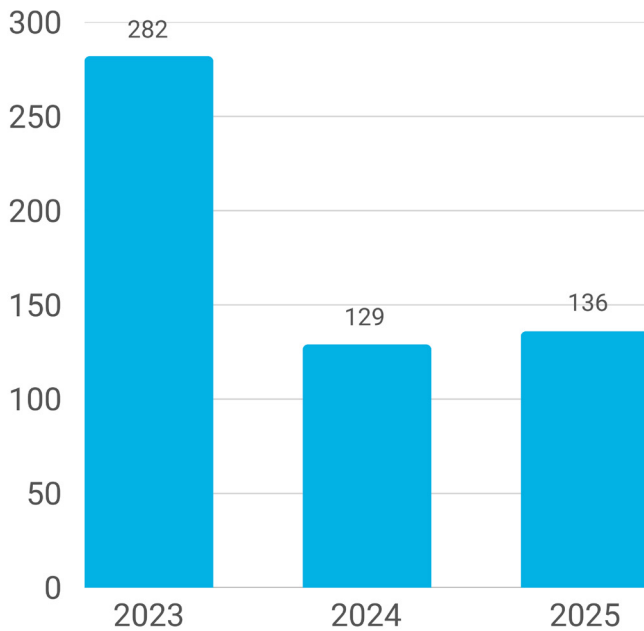


Figure 7c 1: Competencies/Knowledge and Skills

AS OF OCTOBER 1ST	FY23	FY24	FY25
Capacity	1,641	1,752	1,854
Enrollment	1,382	1,509	1,577
% at Capacity	84.22%	86.13%	85.06%

Figure 7c 2: Full-Time Program Capacity vs Enrollment

COMPLETION/RETENTION RATE	FY22	FY23	FY24
Secondary	80.20%	91.74%	89.86%
Adults	84.80%	93.16%	94.02%
All Students	82.50%	92.45%	91.94%

Figure 7c 3: Completion/Retention Rate



Figure 7c 4: Academic Credit

STUDENT ORGANIZATIONS	FY25
BPA	64
DECA	29
FCCLA	69
HOSA	302
SkillsUSA	250
TSA	54

Figure 7c 5: CTSO Memberships

"WORKKEYS EXAMS COMPLETED"			
In MT Testing Center"	FY23	FY24	FY25
Applied Math	111	179	92
Workplace Documentation	109	168	84
Graphic Literacy	111	168	85

Figure 7c 6: WorkKeys Exams

INDUSTRY ALIGNED/ENDORSED CERTIFICATIONS	FY22	FY23	FY24
Secondary Students	424	342	546
Adult Students	318	476	504
All Students	742	818	1,050

Figure 7c 7: Prior Learning Assessments

CERTIFICATIONS	FY22	FY23	FY24
Students That Passed A Certification Test	447	610	689
Students That Took A Certification Test	495	726	786

Figure 7c 8: Credentials/Certifications

PLACEMENT STATUS	FY22	FY23	FY24
Continuing Education	37.95%	36.45%	38.43%
Employed, Not Related	8.31%	9.98%	6.82%
Employed, Related to Cluster	0.81%	2.96%	6.70%
Employed, Related to Program	46.09%	38.79%	37.25%
Military	0.81%	1.11%	0.82%
Not in the Labor Force	3.91%	4.06%	4.23%
Unemployed but Seeking	2.12%	6.65%	5.76%

Figure 7c 9: Full-Time Program Placement Status

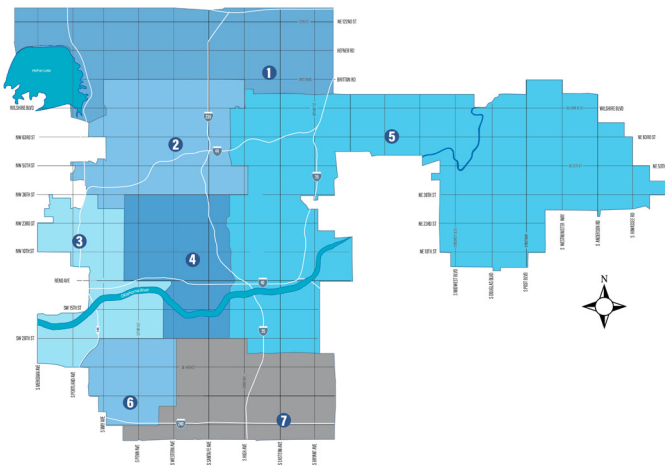


Figure 7c 10: Company Training by Geographic Area

STUDENT SURVEY STATEMENT	SENTIMENT / SCORE
Highest Scoring Areas	Strongly Agree
I am happy with the appearance and cleanliness of Metro Tech facilities.	53.23%
I have access to the tools, computers, and equipment needed to be successful in my program.	53.06%
The counselor at my Metro Tech site is available and easy to talk to.	50.63%
Lowest Scoring Areas	Strongly Disagree
I am encouraged to join and participate in student organizations.	3.06%
My instructor is prepared and organizes class time effectively.	2.83%
My instructor communicates content and instructions clearly.	2.75%
Addressing the Lowest Scoring Areas	
Staff will take time each month to review their CTSO and define terminology that students may not understand. A CTSO kickoff is also done in the fall to get students excited.	
Instructional Leaders are working with staff members to use backward planning, bell-to-bell assignments, and utilize targeted assessments.	
Instructional Leaders are working with instructional staff to use questioning techniques that challenge a student's thinking and increase the rigor of instruction. Instructional leaders spend time each week going in and out of classrooms, giving targeted feedback to help instructors improve on instructional delivery.	

Figure 7c 11: Spring 2025 Student Satisfaction Survey, Highest and Lowest Scoring Results



metrotech.edu | 405.424.TECH

