



OKLAHOMA
CareerTech

INSTITUTIONAL ACCREDITATION FEEDBACK REPORT

for

Metro Technology Centers

Visit Conducted on
October 21-23, 2025

Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue • Stillwater, OK 74074-4364 • 405.377.2000
www.okcareertech.org



State of Oklahoma
Kevin Stitt, Governor

Oklahoma State Board of Career and Technology Education

Lindel Fields, State Superintendent of Public Instruction, Board Chairperson
Brent Haken, ODCTE State Director
Brian Bobek, State Board of Education Representative, Oklahoma City
Brian Deatherage, State Board of Education Representative, Kingfisher
Shaelynn Haning, District 1, Tulsa
Rob Seeman, District 2, Afton
Peter Dillingham, District 3, Enid
Michael Brown, District 4, Lawton
Randy Gilbert, District 5, Tecumseh
Leonard McCullough, Member At Large, Tulsa

Oklahoma Department of Career and Technology Education

Brent Haken, State Director
Brent Meeks, Director of School Accountability
Joey Vanek, Accreditation Manager

Required under Part 603 of Title 34 of the Code of Federal Regulations effectuating section 438(b) of the Higher Education Act of 1965 as amended by Public Law 92-318, the Secretary of Education is required to publish a list of State agencies that are determined to be reliable authorities as to the quality of public postsecondary vocational education in their respective States for the purpose of determining eligibility for Federal student assistance programs administered by the United States Department of Education. The Oklahoma Board of Career and Technology Education was first recognized in 1976 and has held continued recognition since that time.

Equal Opportunity/Nondiscrimination Policy:

The Oklahoma Department of Career and Technology Education does not discriminate on the basis of race, color, national origin, sex/gender, age, disability, or veteran status. Inquiries concerning application of this policy may be referred to the ODCTE Compliance Coordinator, 1500 W 7th Ave., Stillwater, OK 74074-4364, by calling 1-800-522-5810 or (405) 377-2000.

All comments or complaints can be directed to the ODCTE Director of Statewide Outreach by calling (405) 743-5167 or emailing gina.hubbard@careertech.ok.gov.

CONTENTS

Foreword.....	3
Technology Center Overview.....	4
Executive Overview.....	5
• Accreditation Process Overview	
• Accreditation Examiner Team Members	
• Business, Industry and Stakeholder Involvement	
• Key Commendations and Strengths	
• Key Findings and Opportunities for Improvement	
Quality Standards Results Summary.....	8
Quality Standards Review	
Quality Standard 1.....	9
Quality Standard 2.....	17
Quality Standard 3.....	26
Quality Standard 4.....	38
Quality Standard 5.....	43
Quality Standard 6.....	52
Quality Standard 7.....	66

FOREWORD

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality. Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality.

The United States Department of Education recognizes the Oklahoma State Board of Career and Technology Education as the "authority for the approval of public postsecondary vocational education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education." This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. The policies set forth by the State Board are published in the most current *Rules for Career and Technology Education*. The standards promote a commitment to excellence and continued improvement of career and technology education in Oklahoma.

The contents of this report provide a basis for institutional accreditation and can serve as a guide for continuous improvement. The technology center will submit improvement action plans addressing a minimum of one actionable item for each quality standard 1-6. Additional corrective action plans may be required for examiner-identified areas of improvement.

The accreditation status of technology centers is reviewed annually. Accreditation is extended for one year at a time and may be dropped or withdrawn at the conclusion of each fiscal year. However, the institution's Certificate of Accreditation is valid as long as the school continues to satisfy the conditions for accreditation as established by the State Board, not to exceed a five-year time period.

Complete details about accreditation application procedures and the accreditation process appear in the *Accreditation Guidelines* document published by the Oklahoma Department of Career and Technology Education.

TECHNOLOGY CENTER OVERVIEW

Metro Technology Centers

1900 Springlake Drive
Oklahoma City, OK 73111
405.424.8324
www.metrotech.edu



The Metro Technology Centers district includes all or part of these partner school districts:
Crooked Oak, Millwood, and Oklahoma City.

- Crooked Oak Schools
- Millwood Schools
- Oklahoma City Schools

The Metro Technology Centers school district serves portions of Oklahoma County.

EXECUTIVE OVERVIEW

Accreditation Process Overview

The Accreditation Division of the Oklahoma Department of Career and Technology Education organizes the onsite visit, in collaboration with the technology center. The same examiner team that reviews the accreditation application also participates in the onsite visit. This allows the team members to understand how well the technology center is applying the quality standards. The composition of the examiner team depends on the size of the technology center and the anticipated complexity of the onsite visit.

Prior to the onsite visit, the examiner team requests specific documentation to be made available during the onsite visit. This documentation should confirm details in the accreditation application. Once onsite, the examiner team conducts interviews with a variety of individuals—including technology center staff, students, and other stakeholders—to gather information to complete the review. Representatives of the examiner team deliver an oral report to the technology center administration at the conclusion of the onsite visit. This oral report is only a preliminary report. However, the technology center administration may ask clarifying questions.

The examiner team communicates its findings from both the application review and the onsite visit through a formal written report. This report is a detailed assessment of the technology center's strengths and opportunities for improvement, aligned to the quality standards. The Accreditation Division submits the written report to the technology center and requests feedback prior to State Board action. The chief executive officer of the technology center has the opportunity to comment upon the written report and provide any supplemental material pertinent to the facts and conclusions in the report before the State Board takes action.

In 2025, ODCTE continued a hybrid model that facilitates conducting virtual group interviews and an onsite visit. The examiner team works remotely to conduct the group interviews, in the same way that the onsite interviews are conducted. Examiners then travel to the site(s) to conduct one-on-one interviews, program observations, confirm findings, and gather additional information.

Accreditation Examiner Team Members

Adcock, Sarah
Central Technology Center

Churchwell, Michelle
Great Plains Technology Center

Clark, Jeff
Autry Technology Center

Coponoti, Laura
Canadian Valley Technology Center

Dalluge, Rhonda
Wes Watkins Technology Center

Davis, Anne
Northeast Technology Center

Edwards, Sara
Northeast Technology Center

Farrand, Nicholas
Moore Norman Technology Center

Grau, Kurt
Francis Tuttle Technology Center

Hockmeyer, Kyle
Autry Technology Center

Johnson, Jarrod
Autry Technology Center

Ketchum, Gay
Gordon Cooper Technology Center

Laizure, Kao
Moore Norman Technology Center

Lamont, Becky
Northeast Technology Center

Livingston, Larriann
Kiamichi Technology Center

Mayer, Brandon
Great Plains Technology Center

McAlister, Fiona
Southern Technology Center

Nerio, Jill
Tulsa Technology Center

Stephens, Dayna
Southern Technology Center

Streater, Justin
Northeast Technology Center

Swift, Cedric
Francis Tuttle Technology Center

Weeks, Sarah
Gordon Cooper Technology Center

Wehrenberg, Jennifer
Pioneer Technology Center

From the Oklahoma Department of Career and Technology Education

Beebe, Jessi
Bethke, Denise
Beyer, Andra*
Beyer, Desi*
Boyington, Tracy*
Bueno, Phillip

Carnes, Kelli
Cummings, Caleb
Dawson, Shelley
Gray, Cori
Griffith, Dennis
McKnight, Sandra

Meeks, Brent*
Nahs, Alan
Russell, Ray
Smith, Anna

Vanek, Joey*
Ventris, Jessica*
Warner, Amy
Weinrich, Matthew

Non-evaluator = *

Business, Industry and Stakeholder Involvement

Rhonda Baker, Director-Education, Greater Chamber
Douglas Bass, Systems Analyst, OKC Utilities
Brian Bobeck, Director Faith-Based & Community Initiatives
Joseph Brantley, M-D Building Products
Spencer Browne, Community Affairs, Oklahoma Gas & Electric
David Burch, Toastmasters
Brandon Denton, Exec. Director, Alpha Inc.
Claudia Gardner, Admin Specialist
Susan Greenwood, Admin Specialist
Lamont Harris, Coordinator
Shannon Hayes, Director-Operations, Millwood
Nelda LaFollette, Admin Specialist
Lori Lyons, Coordinator Workforce Development
Verna Martin, Oklahoma City Public Schools, Senior Executive Director of Secondary & Academics
Susan McCormick, OKC Utilities
Anthony McDermid, TAP Architecture
Chris Naler, VP, GGI
Caleb Phillips, Training and Safety Specialist, OKC Airports
Lisa Pryor, OU Outreach
Jason Redman, OKC Utilities
Chris Rogers, Admin Specialist
Dalana Seay, Coordinator
Lisa Shelton, Coordinator
Andrea Sherman Sanchez, Coordinator
Kenneth Smith, Tinker Federal Credit Union
Veronica Thomas, Management Specialist, Oklahoma City Parks and Recreation
Jessie Thompson, Community Action
Gloria Torres, Exec. Director, Calle Dos Cinco
Elena Troya, Coordinator

QUALITY STANDARDS RESULTS SUMMARY OF SCORES

QUALITY STANDARD	ITEM		MET	NOT MET
Leadership & Administration	1.1 Senior Leadership and Administration		✓	
	1.2 Governance and Societal Responsibilities		✓	
	1.3 Strategy Development and Implementation		✓	
	1.4 Leadership Results		✓	
	Standard 1 Overall Results		✓	
Instruction & Training	2.1 Instruction and Training		✓	
	2.2 Student Learning Results		✓	
	Standard 2 Overall Results		✓	
Support Services	3.1 Student Support		✓	
	3.2 Communication, Marketing and Engagement		✓	
	3.3 Finance		✓	
	3.4 Consulting and Assistance		✓	
	3.5 Support Services Results		✓	
	Standard 3 Overall Results		✓	
Measurement & Analysis	4.1 Measurement, Analysis and Improvement in Organizational Performance		✓	
	4.2 Knowledge Management, Information and Information Technology		✓	
	4.3 Measurement and Analysis Results		✓	
	Standard 4 Overall Results		✓	
Personnel	5.1 Environment		✓	
	5.2 Engagement		✓	
	5.3 Personnel Results		✓	
	Standard 5 Overall Results		✓	
Operations	6.1 Operational Effectiveness		✓	
	6.2 Community Partnerships and Involvement		✓	
	6.3 Facilities, Transportation, Equipment, Resources and Materials		✓	
	6.4 Safety, Security and Emergency Preparedness		✓	
	6.5 Compliance		✓	
	6.6 Operations Results		✓	
	Standard 6 Overall Results		✓	
System Impact	7.1 STATEWIDE BENCHMARKS	EXCEEDS	MEETS	DEVELOPS
	a. Business/Education Partnerships		✓	
	b. Career Awareness	✓		
	c. Educational Attainment		✓	

A standard is “Met” if both of the following conditions are satisfied:

- (1) all “Met/Not Met” statements must be “Met,” and
- (2) the average rating for the standard must be at 3.0 or above.

The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.

1—LEADERSHIP & ADMINISTRATION

MET

This standard examines how the technology center’s leadership and administration’s actions guide and sustain the organization. This includes the technology center’s governance system, how the organization fulfills its legal, ethical, and societal responsibilities, and how it supports its communities are identified. The school must demonstrate it has enforceable written policies and procedures in place that demonstrates its ethical practices by showing that it has a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. This standard examines how the technology center develops strategic objectives and action plans and how progress is measured.

1.1 Leadership and Administration		
<i>The goal of this item is to identify key aspects of leaders’ and administrators’ responsibilities, to create an educational institution that is successful now and in the future.</i>	Met	Not Met
Senior leadership and administration provide direction to the overall organization.	✓	
Senior leadership and administration ensure that students are engaged in the self-assessment process.	✓	
AVERAGE RATING		3.5

1.2 Governance and Societal Responsibilities		
<i>The goal of this item is to evaluate key aspects of the governance system, including the improvement of leaders and the leadership system. It also asks how the educational institution ensures everyone in the organization behaves legally and ethically, how it fulfills its societal responsibilities, and supports its key communities.</i>	Met	Not Met
The institution is operating within the Oklahoma CareerTech Rules.	✓	
Senior leadership and administration are operating in a legal and ethical manner.	✓	
The institution meets regulatory requirements and public responsibilities.	✓	
AVERAGE RATING		3.5

1.3 Strategy Development and Implementation		
<i>The goal of this item is to strengthen overall performance, competitiveness, and future success through the deployment of strategies to achieve goals.</i>	Met	Not Met
The institution has a strategic planning process that supports continuous improvement.	✓	
Goals and objectives are aligned to the technology center's mission and vision and are regularly monitored.	✓	
There is alignment between the educational institution's strategic plan and Oklahoma CareerTech's strategic plan and performance measures.	✓	
The institution systematically reviews its performance.	✓	
AVERAGE RATING	3.5	

1.4 Leadership Results		
<i>The goals of this item are to demonstrate: (1) the extent to which the organization is fiscally sound, ethical, and socially responsible and (2) how it communicates this information to students, business and industry, and other customers/stakeholders.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING	3.6	
STANDARD 1 OVERALL RATING	3.5	

To determine whether a standard is met:

- (1) all "Met/Not Met" statements must be "Met," AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any "Not Met" statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Leadership at Metro Technology Centers is widely recognized for its accessibility, involvement, and personal approach. Stakeholders who spoke with examiners frequently highlighted an “open-door” policy, noting that leadership is approachable and readily available for consultation. Community engagement is also a hallmark of Metro Tech’s leadership, with active involvement in partnerships with local agencies and schools. During virtual interviews, stakeholders and students emphasized how personable and welcoming the leadership team is. One student shared that her director personally greets students on campus every day, reinforcing a sense of connection and support. The Superintendent’s involvement in the broader community was consistently noted as a strength, with stakeholders appreciating both visibility and active participation in local initiatives. Key stakeholders reported experiencing open and honest communication, highlighting the promptness and effectiveness of leadership responses when assistance is requested. Multiple stakeholders emphasized that Metro Tech consistently demonstrates a willingness to support families in need, reflecting the administration’s commitment to the well-being of students and the community. Overall, these practices contribute to a leadership culture that is transparent, engaged, and highly responsive to the needs of both students and stakeholders.

Metro Technology Centers takes a deliberate and structured approach to assessing organizational performance. According to the application and staff interviews, the center employs a four-pillars model that addresses academic excellence and quality career training, empowered employees, community and workforce partnerships, and infrastructure, growth, and investments. Staff frequently referenced the four pillars, with some noting that the model is integrated into performance reviews. Examiners also learned that certified administrators are evaluated using the McREL evaluation tool. For non-certified administrative employees, Metro Tech developed an in-house evaluation tool that focuses on leadership activities not related to education, addressing a gap in previous evaluation methods. Interviews confirmed that this tailored approach ensures all administrative staff are assessed fairly and appropriately, supporting accountability, professional growth, and organizational effectiveness.

Stakeholders appreciate the personal and accessible communication provided by Metro Technology Centers Administration. Stakeholders interviewed valued having a direct line to the Superintendent and reported having opportunities to speak with him throughout the year. One individual noted that Mr. Collins personally provided his cell phone number to assist with her childcare service. Overall, stakeholders expressed very positive perceptions of the center’s processes, procedures, and level of involvement.

Metro Technology Center demonstrates effective communication practices in key areas, particularly in leadership updates, campus-wide messaging, and emergency communications. Examiners learned that the Superintendent provides regular virtual updates following board meetings, which are posted on Microsoft Teams for staff who are unable to attend. Staff also receive routine email communications related to Metro Tech operations and initiatives, and institutional activities are reinforced through social media. In addition, an emergency notification app is used to communicate time-sensitive information to faculty, staff, and students. Interviews with administrators, instructors, and students confirmed that these communication methods are well established and consistently used. Staff at the Downtown and Springlake campuses reported that leadership communication is timely, relevant, and accessible, and several staff noted measurable improvements over the past three years in the clarity and usefulness of these communications.

Metro Technology Centers demonstrates a strong commitment to keeping students at the forefront of decision-making. Examiners observed that MTC achieves this by attentively addressing student needs through surveys and individual assessments. This focus was evident in the Superintendent's introduction and during virtual interviews with instructors.

Students and staff at Metro Technology Center's Springlake campus recognize the visibility and approachability of administration. During on-site interviews, students at the Springlake campus reported that administrators are regularly present on campus and visit classrooms. Staff at this campus also noted that administration, particularly the Superintendent, is visible and approachable, frequently stopping by offices to check in with employees. These observations reflect strong administrative presence at the main campus.

Metro Technology Centers uses standardized action plans across programs. Examiners noted during interviews with staff that a shared template, monthly updates, and team co-ownership apply to action plans used to stand up new programs. Examiners noted the action plans featured cross-department timelines and clear dependencies.

Metro Technology Centers demonstrates responsible and effective governance through well-established board policies, routine staff training, and easy access to policy information. Policies and procedures are reviewed on a regular basis, with site directors' meetings providing dedicated time to examine the handbook and discuss how policies apply in practice. Staff noted that while reviewing policies individually is uncommon, group discussions allow them to hear diverse perspectives and deepen their understanding of governance practices. Together, these practices promote transparent, accountable, and consistent governance across Metro Technology Centers.

The mission, vision, and values of Metro Technology Centers reflect a collaborative process that incorporates multiple perspectives. During virtual interviews, students, support staff, and administrators all described how input from various groups influenced decisions about focus areas. Support staff shared that they participated in meetings with their leadership to provide feedback, while students noted their involvement through the Student Ambassador program. Administrators highlighted the engagement of different stakeholder groups in shaping the mission, vision, and values. This inclusive approach ensures that the guiding principles of Metro Tech represent the perspectives and priorities of the entire learning community.

Students at Metro Technology Centers value the diversity present throughout the campus and programs. During interviews, students expressed pride in seeing peers and instructors who reflect a variety of backgrounds and experiences, which they felt fostered a sense of belonging and inclusion. They noted that encountering diversity among both students and staff enhances their learning environment, encourages collaboration, and provides opportunities to engage with different perspectives. Overall, students reported that the visible diversity at Metro Tech contributes positively to the campus culture and strengthens their educational experience.

Metro Technology Centers addresses complaints and concerns in a timely and organized manner. Examiners observed that the website provides a clear link for submitting complaints or reporting issues. Interviewees explained that any submitted concerns are promptly routed to the appropriate staff members, ensuring that problems are handled efficiently and effectively. This process demonstrates the center's commitment to responsive communication and continuous improvement.

Metro Technology Centers actively addresses identified "pain point" issues to improve operations and the student experience. According to the application and interviews with administration, the center uses survey feedback and structured meetings to pinpoint and resolve key challenges. These meetings, often led by volunteers, focus on collaborative problem-solving to develop effective solutions. One example highlighted an IT-related issue that was successfully resolved through this collaborative approach, demonstrating Metro Tech's commitment to listening, responding, and continuously improving processes.

Strategic planning at Metro Technology Centers is informed by input from multiple levels of the organization. During on-site interviews, staff shared that the strategic plan is designed to align all campuses with the mission, vision, and values, as well as with the "four pillars" framework. Examiners learned that administration actively uses surveys and other feedback mechanisms to gather input from staff at various levels while shaping the overall vision. One instructor noted that they were able to provide input both as strategic initiatives were introduced and while sharing goals with their director, and that this feedback was incorporated into the overall campus plan. This approach demonstrates Metro Tech's commitment to inclusive

planning and ensures that strategic priorities reflect the perspectives of those directly involved in day-to-day operations.

Metro Technology Centers actively engages as a valued member of its community. Examiners learned that the center supports a volunteer program and that staff participate in numerous annual events. Additionally, Metro Tech sponsors and advertises at community events, enhancing visibility and outreach. Staff members, including a warehouse worker and courier, spoke highly of the Ambassador program, expressing pride in providing the community with accessible, well-maintained facilities and spaces. Examiners also observed that Wellness Center staff work intentionally to build community relationships. Staff noted that their outreach efforts connect with approximately 400 community partners each week. Wellness staff described their participation on local boards and committees, as well as initiatives to raise awareness about the Center. These efforts have contributed to a noticeable increase in community visits, demonstrating Metro Tech's commitment to fostering meaningful and sustained engagement with the communities it serves.

Metro Technology Centers ensures legal and ethical practices through a structured process for reviewing recommendations and gathering staff input. Staff reported that concerns are handled fairly and that their input is heard. Examiners learned that all recommendations are initially reviewed by a board subcommittee composed of three board members. The information is also shared with the administrative council and site directors to gather additional staff input. Feedback is then returned to the subcommittee, which reviews the information and decides whether to recommend updates or changes to the full board, which subsequently votes on any proposed actions. This structured process ensures transparency, accountability, and adherence to ethical and legal standards.

Leadership in the HCC building fosters regular communication and engagement with staff. Examiners learned that the building's director and assistant director hold monthly meetings with employees, make classroom rounds, check on staff, and follow up on concerns. Staff reported that leadership has greatly improved with the new director and assistant director. Additionally, some departments, such as the Practical Nursing program, hold monthly faculty meetings to support collaboration and communication within their teams.

Findings and Opportunities for Improvement:

While Metro Technology Centers's strategic planning is a strength, an opportunity exists to clarify for staff how they contribute to these efforts. Staff reported completing surveys and providing feedback, yet some were unsure whether they had been involved in strategic planning. Several staff members interviewed indicated that they did not have direct input into the process. Communication of strategic and action plans appears to be more focused at the executive level than at the director or staff level. As a result, some staff did not clearly see how action plans relate to their positions or daily work. Staff acknowledged that plans exist but were unsure where to access them or how to apply them. Enhancing communication and making connections between strategic priorities and individual roles could further strengthen engagement and understanding across all levels of the organization.

Metro Technology Centers could enhance the visibility and presence of executive leadership across all campuses. Examiners learned through on-site interviews that staff at campuses other than Springlake value the responsiveness of executive leadership but expressed a desire for more in-person engagement.

Metro Technology Centers could place additional emphasis on communicating its vision, mission, and values to students. During student interviews, the majority of students were unable to articulate the vision, mission, or values of Metro Tech, indicating limited awareness of these guiding principles. Increasing visibility and reinforcing these concepts through multiple communication channels could help students better understand how their programs and experiences align with the center's overall purpose and priorities.

Metro Technology Centers could strengthen how staff provide structured feedback on administrative and leadership practices. During virtual and on-site interviews, staff indicated there is not a formal process for offering feedback to supervisors, managers, or district administration. While the Great Place to Work survey serves as a general feedback mechanism, staff noted it is broad in scope and does not allow for role-specific or actionable input related to leadership. Staff expressed interest in more intentional feedback opportunities, such as 360-degree feedback models that include perspectives from peers, direct reports, and leadership. Some staff also noted limited opportunities to evaluate administrative roles beyond the survey. Expanding and formalizing feedback processes could enhance communication, engagement, and continuous improvement across the organization.

Metro Technology Centers could expand awareness and understanding of its formal complaint process among support staff and industry partners. While the application identifies an established complaint procedure and an associated website link, virtual interviews indicated that business and industry partners were largely unaware of the formal process. Most stated they

would contact a familiar Metro Tech employee if a concern arose. Similarly, support staff reported they would refer issues to a supervisor or direct students to Student Services rather than use or reference the formal complaint mechanism. During stakeholder interviews, one individual indicated they were unaware of any complaint process, while another described relying on informal email communication with known contacts. Examiners determined that broader communication and consistent messaging regarding the formal complaint process could help ensure concerns are addressed through standardized, transparent, and well-documented channels.

2—INSTRUCTION & TRAINING

MET

This standard examines the content and performance objectives of the programs at a level and quality acceptable whether a student moves on to postsecondary education, the military, or the workforce. The program/training should be designed to provide the cognitive, affective, and psychomotor skills to teach knowledge and develop skills necessary for employment. Student leadership development activities are also considered an integral part of instruction. All approved programming shall be conducted in accordance with state standards, policies, and operational procedures.

2.1 Instruction and Training		
<i>The goal of this item is to review all instruction and training programs—full-time, BIS, ACD, BES, Dropout Recovery, TANF, Adult Basic Education—offered by the technology center.</i>	Met	Not Met
The institution is teaching programs/courses approved by ODCTE.	✓	
The institution provides opportunities for work-based learning.	✓	
The institution's local CTSO chapters are in good standing with the state and national organizations.	✓	
The institution's programs afford students the opportunity to participate in appropriate leadership and/or student organization(s) aligned to the desired student outcomes.	✓	
AVERAGE RATING		3.3

2.2 Student Learning Results		
<i>The goal of this item is to demonstrate quality and value of instruction, training, and services that enable students, business and industry, and other customers/stakeholders to be successful.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.0
STANDARD 2 OVERALL RATING		3.2

To determine whether a standard is met:

- (1) all "Met/Not Met" statements must be "Met," AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any "Not Met" statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Instructors at Metro Technology Centers report that they have the resources necessary to effectively perform their jobs. During interviews, instructors shared with examiners the specific supports they receive, including access to instructional materials, technology, and administrative assistance, and emphasized that these resources enable them to deliver high-quality instruction. Workforce Education Division (WED) staff echoed this sentiment, noting that they also have the tools and support needed to fulfill their responsibilities effectively. Interviews with BIS/ACD staff confirmed that resources are consistently provided across programs, contributing to a work environment where staff can focus on achieving instructional and programmatic goals.

Instructors at Metro Technology Centers report satisfaction with the process for requesting instructional resources, noting that it is straightforward and responsive to their needs. During in-person interviews, instructors explained that requests for materials, equipment, or technology are handled efficiently, allowing them to maintain high-quality instruction and provide students with the tools necessary for hands-on learning. Staff also emphasized that timely support from administration and instructional support teams helps minimize delays and ensures that classroom and lab activities run smoothly.

Metro Technology Centers intentionally strengthens its certification pipelines and supports students' pursuit of industry-recognized credentials. Certification requirements are determined through alignment among instructors, state agencies, advisory committees, and industry expectations. Examiners verified that instructors and students clearly understood the certifications being pursued and that, for adult students, certification examinations are included as part of tuition when applicable. Examiners found that Metro Tech reinforces credential attainment through early and ongoing communication that builds “credential literacy” among students. Instructors review plans of study, connect theoretical instruction to hands-on skill development, and consistently emphasize licensure and certification goals. Students were able to articulate the credentials they were working toward and explain how coursework, laboratory experiences, and work-based learning contribute to those outcomes. Additional supports, including coaching and encouragement, counselor involvement, and touchpoints with career and technical student organizations, further strengthen the process. Examiners observed that licensure-aligned instruction and assessments create clear and supported pathways for students to earn industry credentials and licenses.

Metro Technology Centers Implements a Comprehensive Program Review and Continuous Improvement Process Metro Technology Centers employs a structured, multi-level approach to monitor programs for quality and support continuous improvement. Examiners learned that the center conducts annual program reviews to identify gaps, implement solutions, and publish results promptly. Instructional staff collaborate with administration to determine needed supports and are encouraged to use the data to make informed decisions about their programs. Instructors noted that the process provides valuable opportunities for professional growth. The program review process is led by site leaders under the supervision of the Dean of Instruction, with Instructional Design providing curriculum refinement and assistance in identifying supplemental resources or educational technology support. Syllabi are distributed each spring as living documents via Teams, with instructors reviewing and submitting recommended changes to their design specialist, and any framework modifications routed through the Director of Curriculum and Instructional Support. In addition to annual reviews, Metro Tech implements ongoing program monitoring using structured data tracking in D2L, checklists and rubrics for practical assessments, frequent tests and quizzes, attendance and participation logs, and clear grading breakdowns. This system allows for real-time instructional adjustments and transparent results reporting. For example, the Cosmetology program demonstrates a continuous-improvement loop with stable class sectioning (maintaining about a 1:19 ratio), deliberate class-size management, and regular input from advisors, industry partners, and peer programs such as Barber and Entrepreneurship. Active participation in professional development and sharing of best practices further strengthens external and peer review opportunities. Together, these processes ensure that Metro Technology Centers maintains high-quality instruction and continually improves program outcomes.

The Ambassador Program at Metro Technology Centers provides meaningful leadership and community engagement opportunities for students while fostering positive experiences for instructors. During virtual interviews, both students and instructors consistently described the program as valuable. Student Ambassadors participate in service projects and community events such as Girls on the Run, local parades, Mental Health Month activities, and Trunk or Treat, and they have opportunities to meet with Metro Tech administration. Students complete a one-day training to prepare for events, and recently, the team collaborated with the Black Chamber of Commerce to coordinate and facilitate their annual meeting. Many students remain active in the program throughout their time at Metro Tech, and alumni engagement is evidenced by siblings joining after hearing about the experiences of older participants. Students reported that the program has strengthened their communication, teamwork, and collaboration skills. Now in its tenth year, the program's sustained success reflects its structured approach and the positive impact it has on student leadership development.

Participation in career and technical student organizations offers a window to workplace success at Metro Technology Centers. Examiners were provided with multiple examples of how student participation in a CTSO helped prepare them for the workplace. Regarding Cosmetology,

for example, being involved in officer roles and participating in SkillsUSA events—whether in hair, nails, or customer service—gives students a chance to practice the same skills used in a real salon. These experiences are about technical execution as well as building professionalism, teamwork, and communication skills. Examiners also heard how community service activities, like helping at a Halloween event and building relationships with advisory board members, give students a taste of working with real clients while also boosting their résumés. As evidenced by examiner on-site observations and interviews with students and staff, students at Metro Tech can participate in three separate CTSOs. Students are winning at the state and national levels in all three organizations. Examiners also noted that the BioMed programs have a strong CTSO presence throughout the year as well as in competitions.

Leadership opportunities are intentionally integrated within programs at Metro Technology Centers, allowing students to develop managerial skills and take on meaningful responsibilities. According to interviews with students and instructors, some programs provide additional leadership positions within classes, giving students the chance to practice supervisory and organizational tasks while supporting their peers. Students also gain leadership experience by serving on program officer teams, where they coordinate activities, assist with events, and help guide their classmates.

The Multi-Media Journalism Program at Metro Technology Centers is forward-thinking and innovative. Now in its second year, enrollment has grown from 20 to 32 students. The program is strongly supported by the school and guided by an advisory board that includes major media institutions, such as the Oklahoma Media Center, the Oklahoma Press Association, and the University of Oklahoma. In addition to teaching social media, podcasting, and video production best practices, the program emphasizes journalism ethics, writing, reporting, and constitutional responsibilities.

Students at Metro Technology Centers engage in meaningful assignments that challenge them to think critically, build knowledge and confidence, and prepare for success in their chosen occupational fields. Examiners found that assignments consistently support mastery of both technical techniques and practical skills necessary for workplace readiness. Interviews with students across a variety of programs indicated that instruction is rigorous and engaging. On-site observations of Engineering, BioMed, and other classrooms and skills labs confirmed that students are actively involved in their learning, demonstrating both skill development and critical thinking.

Industry partners play a critical role in student learning at Metro Technology Centers, providing real-world connections and experiences that prepare students for career success. Examiners learned that some programs such as Welding actively collaborate with industry partners, with advisory committees offering guidance and some stakeholders hiring graduates. At the South Bryant campus, the BPOC program partners with multiple area law enforcement agencies for

instruction and also provides Metro Tech facilities for agency training. Examiners observed this partnership in action during defensive tactics training, where officers from outside agencies led the course. The Aviation program maintains a strong partnership with Tinker Air Force Base for advisory support and hiring, with plans to expand collaboration with Bell. These partnerships demonstrate Metro Tech's commitment to integrating industry expertise into instruction and providing students with authentic, career-aligned learning experiences.

Metro Technology Centers provides students with extensive and meaningful work-based learning (WBL) experiences aligned with industry standards. Examiners observed and learned through interviews that WBL is integrated across programs, supported by partnerships with advisory committees, industry, and partner schools. Opportunities include internships, clinical experiences, simulations, field trips, guest speakers, and hands-on activities within the classroom. For example, Practical Nursing students complete clinical rotations in community healthcare settings, combining knowledge with hands-on practice, while Aviation Foundations students work on a Cessna plane and use a wind tunnel to explore flight fundamentals. HVAC students practice with operational system models, and Electrical students wire light fixtures in a two-story classroom-built house. Students also benefit from exposure to industry professionals who return as guest speakers, recruiters, or instructors, and former students share their experiences to guide current learners. Counselors and instructors maintain regular communication with partner schools and track WBL participation using policies, handbooks, and spreadsheets, ensuring consistency and oversight. Examiners confirmed that WBL opportunities are available to all students and that student awareness of these experiences is high. Participation in community service and SkillsUSA activities further reinforces WBL engagement, helping students apply skills in authentic, real-world contexts.

Students at Metro Technology Centers benefit from meaningful, career-aligned learning experiences supported by a culture of engagement and individualized attention. Students in programs such as Aviation Maintenance, Healthcare, Radiologic Technology, Early Childhood Education, HVAC, and Cosmetology reported having clear career goals and appreciating Metro Tech's supportive culture, active administrators, and involvement in student organizations. They value hands-on work-based learning experiences, including clinicals, daycare placements, employer talks, and other practical activities, as well as regular communication through email and Teams. Students also highlighted personalized instruction, diverse teaching methods, and access to up-to-date equipment. Across programs, students consistently described clear career pathways with well-defined next steps aligned to industry roles. Directors and counselors regularly check in with students, fostering a supportive environment where they feel heard and valued. Participation in active CTSOs and work-based learning provides frequent interactions with employers and authentic, real-world projects, further enhancing students' readiness for their chosen careers.

Staff at Metro Technology Centers value the Class Intercom app for its ability to streamline communication and promote classroom activities. Examiners learned that instructors can quickly post updates about class activities, which are shared internally to keep staff informed. The app also enables the Metro Tech social media specialist to share these activities with the public using the center’s branding. This functionality was confirmed during an on-site interview with an instructor, demonstrating the app’s role in enhancing both internal communication and public engagement.

Students at Metro Technology Centers report that their instructors are attentive to their individual employment goals and intentionally integrate career outcomes into the curriculum. Interviews with students revealed that instructors consistently connect classroom lessons and hands-on activities to the skills and competencies needed in their chosen careers. This includes linking theoretical instruction to practical applications, highlighting relevant industry standards, and providing guidance on certifications and licensure where applicable. Students noted that this career-focused approach helps them understand how their coursework directly prepares them for employment, builds confidence in their abilities, and clarifies the next steps for entering the workforce successfully.

HOSA programs within the STEM fields at Metro Technology Centers effectively foster collaboration and prepare students for competitive success. Instructors in programs such as BioMed and Nursing leverage their areas of expertise—for example, one instructor focuses on Clinical Lab, Biotech, and Mental Health, another on Public Service Announcements, and a third on Veterinary Medical Science, Epidemiology, and Creative Problem Solving. Students receive targeted guidance from these instructors, which supports both individual skill development and cross-class collaboration. Examiners learned through interviews with students and instructors that this approach encourages teamwork, reinforces mastery of content, and results in strong preparation for competitions, demonstrating Metro Tech’s commitment to integrating leadership, collaboration, and technical skill development within its STEM programs.

The STEM Center at Metro Technology Centers demonstrates a strong commitment to workforce relevance and student success through a deliberate and data-informed program planning process. Examiners determined that new technical programs are developed based on clear labor market demand, direct employer alignment, and verifiable occupational outcomes. The process incorporates review of job market data, input from active advisory committees, and feedback from potential employers, as well as cross-institutional benchmarking with other technology centers. Internal consultation with short-term instructors ensures that best practices are applied and student pathways are clearly defined. Examiners observed that new programs are intentionally tied to specific industry certifications and mapped to verifiable job titles, ensuring that students graduate with skills and credentials aligned to current workforce needs.

The Practical Nursing program at Metro Technology Centers demonstrates strong achievement of departmental goals. Examiners learned that the program is ACEN accredited and has recently added a new group of instructors. The program's retention rate has increased from 65% to 90%. During interviews and program observations, examiners learned about the implementation of the SASS (Student Academic Success Sessions), held once a week for 45 minutes after classroom hours. While participation is not mandatory, it is highly recommended and provides students with the opportunity to discuss areas where they may be struggling. Instructors reported noticeable improvements in student outcomes since the session's implementation. Students also shared that they find the SASS sessions highly beneficial and appreciated the instructors dedicating extra time to support their success.

Findings and Opportunities for Improvement:

Metro Technology Centers could further tailor training to meet specific industry client needs.

While clients value the training provided, interviews indicated that some sessions are perceived as too general and could be more directly aligned with the skills and knowledge required in their workplaces. Examiners heard requests for more targeted content in areas such as language acquisition, artificial intelligence, Canva, and business applications. Additionally, instructors often need to make significant accommodations for ESL learners, suggesting an opportunity to provide more customized or differentiated training materials.

Although Metro Technology Centers achieves full membership in career and technical student organizations (CTSOs), opportunities exist to increase meaningful student participation.

Interviews with instructors indicated that while students are often involved in competitive events, engagement in other CTSO activities such as leadership development, community service, and program-level involvement is limited in some programs. Examiners observed that students' understanding of CTSOs frequently centers on competitions rather than the broader benefits of participation. Expanding opportunities and encouragement for active involvement beyond competitions could enhance student leadership skills, professional development, and connection to their programs.

Metro Technology Centers could expand consistent integration of career and technical student organizations within instructional curricula.

While examiners observed that some programs effectively embed CTSO activities into coursework and use them to reinforce technical and employability skills, other programs appear to rely primarily on independent or extracurricular participation, particularly around competitive events. Interviews and on-site observations suggest an opportunity to share best practices across programs and provide targeted professional development to help instructors integrate CTSO elements in ways that complement instruction, reduce added workload, and strengthen the connection between classroom learning and CTSO experiences.

Metro Technology Centers could explore involving additional divisions earlier in program design discussions to enhance efficiency and planning.

Through staff interviews, it was noted that early inclusion of areas such as IT could help identify potential resource needs, streamline processes, and reduce unnecessary expenditures. Engaging relevant divisions at the outset could also support better budgeting, workflow planning, and overall program implementation.

Metro Technology Centers could ensure that afternoon classes have consistent access to computers.

Instructors reported that by the time afternoon sessions begin, many computer batteries are depleted and the charging stations are fixed in place, limiting student access. Providing additional devices or implementing a system to ensure fully charged computers are

available for each class could help maintain equitable technology access and support effective instruction.

Metro Technology Centers could consider enabling parent access to PowerSchool to strengthen communication and family engagement. During program interviews and one-on-one interviews with instructors, it was shared that parent access to PowerSchool is not currently enabled at the district level. Providing parents and guardians with access to student attendance, progress, and academic information could support increased transparency, encourage timely intervention, and strengthen partnerships between families and the technology center

Metro Technology Centers could consider increasing consistency in the use of its learning management system to support clearer communication and more efficient monitoring of student progress. Examiners learned through interviews that instructors use a variety of platforms to manage instruction and communication, which can create inconsistency for students. While D2L is available and used by some instructors as an LMS, others rely primarily on Microsoft Teams for communication or on online textbook and trade-specific platforms. In all cases, grades must also be entered into PowerSchool for official monitoring. This variation in practice may make it more difficult for students and instructors to track assignments, feedback, and progress in a consistent manner. Establishing clearer expectations or guidance around LMS use could help streamline instructional delivery and improve the student experience across programs.

Metro Technology Centers could explore ways to better balance cybersecurity protections with instructional resource accessibility. Staff interviews indicated that current internet content filtering and security protocols appropriately address critical concerns such as blocking malicious or inappropriate sites. However, interviewees also reported that some instructional and educational resources are inadvertently blocked, which can disrupt teaching and learning. Staff suggested that a comprehensive review of content filtering categories, conducted collaboratively by information technology staff, instructors, instructional design, and academic leadership, could help ensure that instructional needs are prioritized while maintaining necessary security safeguards.

Metro Technology Centers could explore opportunities to systematically capture and track micro-certifications earned by students across programs. Examiners learned through instructor interviews, student discussions, and program observations that students in several programs earn discrete micro-certifications as they progress through the curriculum. These credentials represent measurable skill attainment and important milestones toward employability; however, completion data for micro-certifications is not consistently documented within existing certification tracking systems or reflected in follow-up reporting. Capturing this information could provide a more complete picture of student achievement, program effectiveness, and workforce readiness.

3—SUPPORT SERVICES

MET

This standard examines the support services utilized in obtaining performance objectives of instruction and training. All students shall be provided with information on career options, advised on appropriate educational paths to meet career goals, and provided with the necessary support for success in their career programs. Academic integration is provided in the context of skills needed for occupational competency, technology familiarity, and other cognitive skills. Students will also receive assistance in developing transition, employability, and job search skills prior to completing their career program. This standard examines the technology center's delivery of student and stakeholder value, including long-term budgetary and financial performance, customer satisfaction and engagement, and market success.

3.1 Student Support		
<i>The goal of this item is to review support services available to students at the technology center, including career guidance and advisement, academic integration, and job placement.</i>	Met	Not Met
The institution provides the opportunity for career counseling and advisement services for all students.	✓	
The institution makes appropriate accommodations/modifications for all identified/self-disclosed students.	✓	
The institution ensures integration of math, reading, and communication skills instruction with all students' occupational skills training.	✓	
The institution provides the opportunity for all students in developing employability skills and provides placement assistance for postsecondary, military, or employment.	✓	
AVERAGE RATING	3.1	

3.2 Communication, Marketing, and Engagement		
<i>The goal of this item is to capture meaningful information essential in building a more student-, business and industry-, and other customer/stakeholder-focused culture that exceeds expectations and enhances loyalty.</i>	Met	Not Met
The institution maintains and evaluates annually a written communications and marketing plan that aligns with the technology center strategic plan.	✓	
The institution works with local business and industry to meet their needs.	✓	
The institution is working to increase and/or diversify its market.	✓	

The institution ensures appropriate personnel participate in local economic development meetings, chambers of commerce, or other organizations and share information gained to assist in meeting workforce needs.	✓	
The institution monitors satisfaction and dissatisfaction of students, business and industry, and other customers/stakeholders.	✓	
The institution uses student, business and industry, and other customer/stakeholder feedback to improve its services and brand recognition.	✓	
The institution has methods and processes to engage and improve student, business and industry, and other customer/stakeholder relationships.	✓	
AVERAGE RATING	3.2	
3.3 Finance		
<i>The goal of this item is to determine what strategies have been implemented to improve financial accountability and ensure sound financial policies.</i>	Met	Not Met
The institution is operating within a balanced budget.	✓	
The institution follows its local purchasing policy.	✓	
AVERAGE RATING	3.0	
3.4 Consulting and Assistance		
<i>The goal of this item is to capture meaningful information related to technical assistance requested/provided to support instruction and training and support services—ABM, BES, incubators, Bid Assistance—OBAN, SBM, SET, TANF.</i>	Met	Not Met
AVERAGE RATING	3.0	
3.5 Support Services Results		
<i>The goal of this item is to evaluate the quality and value of support services that enable students, business and industry, and other customers/stakeholders to achieve success.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING	3.0	
STANDARD 3 OVERALL RATING	3.1	

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Metro Technology Centers demonstrates a strong commitment to outreach and engagement with culturally diverse and special populations. Evidence in the application highlighted the employment of a bilingual team and the establishment of active partnerships with diverse community groups. This commitment was confirmed during virtual interviews with staff, who discussed the role of bilingual personnel in supporting students and families. The application and interviews also referenced ESL classes offered by Metro Tech to meet the needs of English learners. In addition, a stakeholder noted that members of the bilingual team are regularly present at community events, further strengthening access and trust. Examiners also learned that the technology center participates in monthly Onward Compact meetings to collaboratively identify and address community needs, reinforcing its ongoing engagement with underserved populations.

Instructors at Metro Technology Centers employ a variety of instructional methods to engage students and enhance learning. During program observations, examiners noted instructors utilizing lectures, demonstrations, modeling, hands-on assessments, simulations, self-paced learning, peer-to-peer instruction, and work-based learning to support student mastery of skills and knowledge. Examples included a construction assistant reviewing math calculations for material needs, a welding assistant demonstrating proper grinding techniques, and a Welding instructor assessing student welds. In Electrical and Defensive Tactics classrooms, instructors provided direct observation and feedback as students completed projects or practiced skills. Students were also observed engaging with online materials through the LMS, asking questions, and receiving guidance grounded in instructors' professional experience. Collaboration and teamwork were evident, and instructors served as visible guides, helping students navigate both theoretical and practical tasks. Additionally, instructors integrate industry connections through advisory committee involvement, classroom visits from partners, and industry tours, reinforcing real-world application. This mix of instructional approaches ensures that students receive both theoretical understanding and practical, career-ready skills.

Metro Technology Centers offers diverse engagement through its marketing efforts. During virtual interviews, multiple participants commented on the work being done to make marketing materials accessible to diverse populations. Examiners were told that Metro Tech is working to ensure the website is accessible and ADA compliant, and that bilingual staff will be added to the Marketing team so that social media posts and marketing campaigns can appeal to the district's high population of Spanish-speaking stakeholders. It was also said that forms are being translated

for parents. Examiners also learned from staff that the BIS team uses multiple methods of communication and marketing to determine the needs of customers and stakeholders, including a mailed catalog, electronic billboards, independent marketing, QR codes, marketing cards, social media and word of mouth.

The Communications and Marketing team at Metro Technology Centers is highly valued by internal stakeholders. Examiners determined that the division maintains an effective flow of information through social media, newsletters, and press releases, with newsletters noted for being well written and informative. Staff interviewed online and on-site praised the team's efforts, noting that marketing support has significantly improved over the past few years due to changes in focus, personnel, and processes. Examples of their work include student spotlight videos, strategic promotion of programs using enrollment data, and a two-year rebranding initiative resulting in a fresh logo and updated signage. Staff reported that these efforts have enhanced the technology center's culture and strengthened collaboration between program directors and the marketing team.

Metro Technology Centers ensures that students receive appropriate accommodations and support to meet their individual learning needs. Examiners learned through interviews with students, instructors, and testing staff that accommodations and modifications are effectively implemented. Students reported receiving assistance from counselors and instructors, including support for IEPs, 504 plans, and FAA-regulated testing. Examples included textbooks with accompanying videos, accessibility tools for visual impairments, seating adjustments for hearing needs, and extra guidance during exams. These supports ensure that students can fully engage in their coursework and demonstrate mastery.

Instructors at Metro Technology Centers are well supported in addressing the needs of special populations. Interviews indicated that instructors are consistently notified in a timely manner when students have IEPs or 504 plans and have access to adequate materials, resources, and counseling support. At the South Bryant campus, instructors confirmed that these systems enable them to provide inclusive instruction and respond promptly to student needs. Teacher assistants and counselors collaborate closely to ensure that instructors are equipped to create accessible and equitable learning environments.

Staff and stakeholders at Metro Technology Centers have responded positively to the updated marketing materials and rebranding efforts. The intentional refresh of Metro Tech's marketing materials has had a positive impact within partner communities and is helping establish a more consistent and recognizable brand identity. During virtual and onsite interviews, staff from multiple departments shared favorable feedback about the new logo and updated materials. Additionally, stakeholders participating in virtual interviews expressed positive perceptions of the rebranding, noting that the refreshed materials enhance Metro Tech's image and visibility within the community.

Students perceive the climate and culture at Metro Technology Centers sites as welcoming, friendly, and supportive. This was reflected in the application through survey results and confirmed during student interviews. Most students reported feeling comfortable in the learning environment and expressed that the overall culture at Metro Tech encourages engagement and participation.

Metro Technology Centers is proactively addressing identified needs within its financial operations by increasing transparency and staff awareness of budgeting and financial processes. According to staff interviews, the Chief Financial Officer identified challenges through financial audit findings and openly communicated those needs while implementing systems to support both flexibility and accountability. Efforts include mentoring, an emphasis on cross-training, and planned professional development such as a “Finance 101” initiative designed to build multilevel understanding of Metro Tech’s financial processes. Staff noted that while some initiatives are still being developed, the transparent approach and intentional communication have increased awareness and understanding of financial operations across the organization.

Metro Technology Centers proactively builds relationships with prospective students through early and sustained outreach efforts. According to the application and confirmed through virtual interviews, potential students are engaged as early as fourth grade through expos, summer camps, campus tours, and program showcases. Stakeholder and support staff interviews highlighted embedded programs as a particularly effective strategy for increasing awareness of Metro Tech opportunities and maintaining consistent engagement with students over time. Examiners also learned that the continued expansion of these embedded programs reflects strong collaboration with partner schools, with four new health career programs scheduled to open in 2026. One stakeholder emphasized Metro Tech’s reliability and presence, stating, “Every time that we open the door of our schools to parents for events such as Open House, Parent/Teacher Conferences, etc., Metro Tech always shows up ready to go.”

Metro Technology Centers provides multiple avenues for staff, students, and stakeholders to engage in ongoing improvement. During the Superintendent’s introductory address and in virtual interviews, several avenues were highlighted. Innovation Hubs, for example, are quarterly meetings open to all employees, and multiple committees and groups allow staff to participate in decision-making and improvement efforts. Many employees reported active involvement in these committees. Students are also engaged in improvement efforts. Counselors conduct focus groups at least once each semester, providing feedback on student needs and campus resources. This feedback has led to tangible changes, such as introducing food trucks at the South Bryant campus due to limited nearby food options and adding water bottle filling stations in the Health building. Recent adjustments to the graduation ceremony were also informed by student input alongside logistical considerations. Metro Technology Centers surveys students regularly, including end-of-year surveys, and uses these results in program reviews. One ongoing example

involves the pre-nursing program: end-of-year surveys consistently requested either a two-year option or a separate high school program for juniors returning as seniors, which is now under discussion to better support students transitioning into adult health programs. These structured feedback mechanisms demonstrate Metro Tech's commitment to continuous improvement informed by diverse perspectives.

Instructors at Metro Technology Centers value the support provided by instructional coaches.

During interviews, instructors shared that they frequently interact with instructional coaches, who assist them in using D2L and provide guidance on curriculum and instructional strategies. Examiners also determined that support is equitably distributed across campuses. In a group in-person interview with the CIS department, staff noted that while Curriculum and Instructional Support specialists maintain a main office at the South Bryant campus, each specialist spends half of the week at another campus. This approach allows for consistent face-to-face interaction with instructors, ensuring their instructional needs are addressed and fostering collaboration across the district.

Stakeholders support the student program placement process at Metro Technology Centers.

Examiners learned through virtual interviews that partner schools feel well-informed about the placement process, and that Metro Tech provides guidance to sending schools' counselors while clearly communicating program acceptance criteria. Prospective students have multiple opportunities to explore programs through campus career expos and high school recruitment events. The placement process spans several weeks, during which Metro Tech counselors and outreach specialists collaborate closely with partner school counselors to ensure students are well-informed and appropriately placed. Students interviewed, both high school and adult learners, reported that they felt aware of the enrollment process and that they were ultimately placed in programs that aligned with their interests and goals. Examiners noted that while some students described the process as competitive, they still felt it was fair and effective in matching them to suitable programs.

Metro Technology Centers offers meaningful supports to promote student well-being and success. Through interviews, examiners learned that students have access to daycare services for their children and a food pantry and hygiene supplies provided at no cost through a partnership with the Regional Food Bank. Posters and materials promoting these resources were observed on campus, ensuring accessibility and awareness among students.

Metro Technology Centers makes it easy for students to access counseling services. When visiting with students and instructors, all felt that students have access to counseling services. During student interviews at the South Bryant campus, students agreed that their counselor met with them regularly and helped them out. Examiners noted that the technology center maintains an easily accessible way to contact a counselor to schedule an appointment by having a scheduling link on its webpage. This link was also seen on posters via a QR code.

Instructors at Metro Technology Centers effectively leverage program advisory committees to enhance curriculum and student learning. Examiners determined that instructors at multiple campuses, including South Bryant and Springlake, rely heavily on advisory committee input to integrate academics and essential skills into their programs and to ensure alignment with industry standards. Advisory committees serve as a key resource, providing guidance on curriculum updates, offering guest speaking opportunities, coordinating internships, and suggesting instructional improvements—such as changes to the urine collection process in a health program. Programs across the district, including Firefighting, BPOC, Electrical, Radiologic Technology, and STEM-based Nursing programs, benefit from committees comprised of industry professionals who support field trips, hands-on experiences, and the acquisition of industry-grade equipment. Instructors reported that advisory committee members are an integral part of their programs and have been instrumental in shaping instruction, equipping labs and shops, and fostering real-world connections for students.

All staff in virtual interview sessions demonstrated awareness of Metro Technology Centers’s social media policy, including where to locate it and how it applies to their professional responsibilities. During virtual interviews, staff provided examples of how they have implemented the social media policy in their daily practices. Some instructors said the technology center had gotten more stringent about social media. During a program review, a student confirmed they received the social media policy as part of their orientation packet. In one-on-one interviews, it was mentioned that the social media policy had been recently revamped and shared.

Instructors at Metro Technology Centers implement strategies for integrating academics. Instructors and CIS staff interviewed mentioned academic pull-out classes. It was also evident in trades programs that students were using math and reading comprehension to perform hands-on skills. Examiners observed reading and math integrated into the Electrical program. Every unit included a reading component as well as math. Instructors accommodate students with reading comprehension issues and work through math needed for their trade with their students. Students understood the importance of science and math in their field and indicated their instructors offer support to ensure they learn and understand these concepts. When visiting the Surg Tech program, the instructor did a good job of incorporating reading into the program using the textbook to go through topics while students highlighted key items. The program coordinator and students also said they incorporate math during pharmacology while doing dosage calculations.

Metro Technology Centers supports students and alumni in pursuing employment opportunities. During on-site interviews, students reported being informed of available jobs through instructors, TEAMS messages, and the campus job board. According to the application,

Metro Tech alumni also have access to resources such as resume-building assistance and interview preparation, helping them transition successfully into the workforce.

Metro Technology Centers maintains strong cooperative agreements with postsecondary partners to support advanced credentialing and seamless student transitions. During an in-person meeting with the Dean of Students, examiners learned that Metro Tech continues to uphold articulation agreements even as many postsecondary institutions move away from traditional agreements. Current partnerships include Oklahoma City Community College for Digital Media Design, Engineering Technology, Medical Assistant, and Surgical Technology programs, with additional partnerships in development. Agreements also exist with OSU–Oklahoma City for Firefighter and EMT programs, and the Governor’s Agreement is utilized for the LPN program. Discussions with site directors, review of official agreements, and student interviews confirmed that these partnerships allow students to transfer earned certifications for college credit.

Metro Technology Centers provides an innovative and highly accessible approach to helping students identify and apply for scholarships. The Scholarship Hub, paired with the “Scholarship Informer” who is available via Zoom or live chat three days a week, allows students to receive personalized guidance tailored to their needs. Examiners learned that this system reduces the workload on the district’s student liaison while ensuring students have direct access to scholarship resources. This structure makes applying for scholarships more manageable and demonstrates Metro Tech’s commitment to supporting student success.

Metro Technology Centers integrates employability skills development across programs. Students are provided opportunities to build career readiness, including resume writing, interview preparation, and professional networking skills. For example, the Radiology Tech program requires students to take a career opportunities course in which they create resumes, participate in mock interviews, and develop LinkedIn profiles. Students also complete clinical experiences at sites where advisory committee members are employed, providing real-world exposure to workplace expectations. Interviews with students and instructors indicated that these experiences were highly valuable in preparing students for success in their chosen fields.

Business and Industry Services clients of Metro Technology Centers are satisfied with the performance of the Workforce and Economic Development staff. During interviews, clients described positive qualitative changes within the Business and Industry Services team over the past two years, noting improvements in responsiveness, professionalism, and consistency of service. Clients indicated that the Workforce and Economic Development staff effectively support their needs, maintain strong working relationships, and provide services that align with business and industry expectations.

Findings and Opportunities for Improvement:

While the Scholarship Hub is a valuable resource, interviews with students revealed that some were unaware of its existence. Metro Technology Centers could enhance communication and outreach to ensure all students are informed about and can access this resource. Additional promotion could help maximize student engagement and utilization of the scholarship support services.

Metro Technology Centers could further enhance transparency and collaborative planning related to budgeting and resource allocation. Staff expressed interest in greater visibility into site-level funding, particularly building and maintenance funds, to better support planning, prioritization, and operational readiness. While initiatives such as Finance 101 provide useful guidance on budget processes, opportunities remain for increased program-level involvement in estimating and planning professional development budgets, as well as for preparing for unanticipated expenses.

Metro Technology Centers could assess and enhance its procurement process. Staff shared that the process for procuring large or costly items could be improved by formally including all key departmental stakeholders and end-users when gathering requirements and making purchase decisions. Staff indicated that this approach would help ensure that new items fully meet the diverse needs and technical specifications across the affected teams. It was also noted that including these perspectives could minimize the risk of costly post-purchase modifications and prevent assets from being underused.

Metro Technology Centers could evaluate the advisability of expanding the use of blanket purchase orders for instructional programs. In interviews, some instructors indicated that access to blanket purchase orders would allow them to quickly obtain small but essential instructional supplies when inventory runs out, rather than experiencing multi-day delays associated with the standard requisition process. Some instructors reported that, in some cases, they use personal funds to purchase low-cost items to avoid interruptions to student projects and instruction. Finance staff shared that blanket purchase orders are currently limited to Maintenance and Culinary Arts. Examiners determined that reviewing this practice could help reduce instructional disruptions while maintaining appropriate fiscal oversight.

Metro Technology Centers could expand upon its existing emphasis on employability and soft skills instruction. While stakeholders recognized and appreciated the current focus on soft skills, virtual interviews with stakeholders indicated that employers would value even greater integration of financial literacy and other workplace readiness skills, as these competencies are a high priority when making hiring decisions. Examiners determined that further embedding

these skills across programs could strengthen student preparedness for employment and better align instruction with workforce expectations.

Metro Technology Centers could explore opportunities to expand the availability of student services. During virtual interviews, examiners learned that access to student services is more limited for evening students due to service hours and staffing constraints. Staff indicated that many services are only available until 4:30 p.m., which presents challenges for students who work during the day and attend evening classes. It was also noted that not all student services are offered on every campus. Examiners determined that expanding evening service hours and increasing the availability of key student services could improve access for students enrolled outside of traditional daytime schedules. Interviews further revealed that career-related services such as job search assistance, labor market information, employment and military opportunities, and postsecondary guidance are primarily coordinated by a single student liaison serving the entire district. This structure limits access for both daytime and evening students.

Metro Technology Centers demonstrates strong overall communication practices; however, an opportunity remains to further strengthen communication strategies for current students. Examiners determined through virtual interviews that, while information is effectively shared with staff, stakeholders, and the broader community, communication to current students could be more consistent and centralized across campuses. Students reported that awareness of campus events, resources, and opportunities varies and is often dependent on social media, hallway postings, or word of mouth. It was noted that some students do not receive the weekly newsletter because they are not included in HubSpot distribution lists, and students expressed interest in receiving information through additional direct communication channels. During interviews, marketing staff shared that student-facing communication is managed through multiple avenues and that further coordination with existing student groups, such as ambassador programs, could increase the visibility and reach of campus events and initiatives. Examiners determined that evaluating student-facing communication pathways and expanding the use of existing student engagement structures could further enhance awareness, participation, and access to information for current students.

Metro Technology Centers could consider reviewing the timing of program acceptance notifications to better support student planning. During student interviews, several students shared that acceptance notifications are typically received late in the summer, which can create uncertainty as they plan for the upcoming year. Students noted that earlier communication, even if preliminary, could help reduce stress and allow them to better prepare academically, financially, and logistically for participation in their chosen program.

While Metro Tech shares overall application and acceptance data, sharing reasons why some students were not accepted could better support high schools in preparing these students. Providing this additional context would enable partner schools to help students address gaps and

improve readiness for enrollment at Metro Tech. Expanding the level of detail in these communications would strengthen partnerships and enhance student success.

Metro Technology Centers could explore the timing and frequency of student surveys on safety, culture, and instruction. Currently, surveys are administered at the end of the first semester and at the end of the school year. Feedback from virtual and on-site interviews with students and staff suggested that administering surveys quarterly could provide earlier insights and allow for timely improvements, particularly related to safety and instructional effectiveness.

Metro Technology Centers could increase instructor involvement in the student placement process. Examiners learned that counselors and career advisers currently interview and place incoming students, but instructors expressed a desire for greater participation. Some instructors reported receiving students who were not fully aware of program expectations, which sometimes led to poor attendance or performance. Staff noted that the absence of required program tours or shadowing can result in students not fully understanding the program before enrollment. Instructors shared that in previous years they had more input into placement decisions and expressed interest in contributing to the process, especially when wait lists exist. Some current instructors are now participating in the design and modification of a placement rubric, reflecting a positive step toward collaboration. Some students also reported that programs sometimes “sounded cool” without a clear understanding of the requirements, suggesting that increased instructor involvement could improve alignment between student interest and program fit.

Student interviews at campuses other than the main campus indicated a need for more accessible and consistent financial aid support. Students noted that traveling to the Springlake Campus for assistance, such as picking up checks or getting help with financial aid, can be difficult and sometimes limits timely access. Increasing the frequency of on-site financial aid presence and proactive engagement at satellite campuses could improve student access and support throughout the year.

3.3b(1) Financial Aid Expenditures and Reconciliation

COMMENDATIONS AND STRENGTHS:

Metro Technology Centers (MTC) processes for Title IV reconciliation are thorough, with separation and oversight. The process was verified onsite during an interview with the Financial Aid Manager (FAM), Student Services Coordinator (admissions), Bursar, Finance Manager, and Finance Assistant. Adequate separation of duties was confirmed.

MetroTech participates in both Pell and the Direct Student Loan program. Evidence of both monthly and Year-End reconciliation of the 2024-2025 Pell award year was seen by examiners while onsite.

The process meets federal regulations and serves to protect the integrity of both the financial aid and district business office.

A payment correction discovered during the onsite file review required that updated 2024-2025 reconciliation documentation be provided to reflect/confirm the correction. Oklahoma Department of Career and Technology Education (ODCTE) Accreditation Division received the required documentation via email. Those documents provided evidence that MTC made the file corrections and was again able to account for all funds and successfully reconcile their 2024-2025 Title IV year with a zero balance.

OPPORTUNITIES FOR IMPROVEMENT:

MTC student information system, Power School, currently appears to be set up such that the FA office must apply the awarded funds to the student's account for the business office to have access to those dollars. Examiners have concerns that this may be too closely related to "disbursing the funds." Once the FA office deposits the funds on the student account, the bursar then figures the amounts to be applied to tuition, books/fees, and determines the credit balance refund to students. This process would be much cleaner if the bursar or a finance assistant deposited the award funds as part of the payment/disbursement process. The amount of the refund – credit balance to student – should generate automatically following the payment process.

4—MEASUREMENT & ANALYSIS

MET

This standard examines how the technology center selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. It also examines how the technology center uses review findings to improve its performance.

4.1 Measurement, Analysis, and Improvement of Organizational Performance		
<i>The goal of this item is to guide process management toward the achievement of key organizational results and strategic objectives, anticipate and respond to rapid or unexpected educational institution or external changes, and identify best practices to share.</i>	Met	Not Met
The institution measures and analyzes organizational performance.	✓	
The institution has a process for continuous improvement.	✓	
AVERAGE RATING		3.4

4.2 Knowledge Management, Information, and Information Technology		
<i>The goal of this item is to identify strategies used by the technology center to improve organizational efficiency and effectiveness and stimulate innovation.</i>	Met	Not Met
The institution keeps applicable student/employee information confidential and secure.	✓	
The institution maintains required data accurately and reports to appropriate entities in a timely manner.	✓	
AVERAGE RATING		3.4

4.3 Measurement and Analysis Results		
<i>The goal of this item is to evaluate the management of data.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.4
STANDARD 4 OVERALL RATING		3.4

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Metro Technology Centers's Innovation Hub provides a dedicated space for staff feedback.

Each campus hosts quarterly Innovation Hub meetings, open to all staff, where employees can share ideas, provide input on processes, and discuss areas for improvement. This collaborative space allows staff to voice concerns, offer solutions, and contribute to meaningful change. During both virtual and on-site interviews, numerous examiners heard staff emphasize the Innovation Hub as a strength, appreciating the opportunity to provide feedback and have their perspectives considered in decision-making.

Metro Technology Centers leverages data to inform decision-making and program development. Staff interviews revealed that market data is used to monitor marketing efforts, track performance, and guide marketing plans. Metro Tech has implemented trackable QR codes to better assess trends and plan marketing tactics, replacing traditional paper catalog mailings. IT staff emphasized that data-driven decisions are a priority across the district. Examiners also observed that the expansion of embedded health programs resulted from acting on stakeholder feedback and focus group insights collected by counselors. Instructors reported that student completion rates and satisfaction survey results are shared with them and discussed to identify improvements. Advisory committees also receive these evaluations during Fall and Spring meetings for additional input. Additionally, Economic and Workforce Development staff utilize multiple data and performance tracking systems to monitor and improve operational efficiency, reviewing performance evaluations twice yearly to identify areas for growth. Overall, Metro Tech demonstrates effective use of data from various sources to align programs with industry needs and enhance organizational performance.

Staff at Metro Technology Centers have multiple avenues to request information technology support. In virtual interviews, IT staff reported that employees can submit requests via email, phone, the help desk system, or in person. All requests are logged through a centralized help desk, ensuring accountability and record-keeping. Staff indicated that the process works well, noting that tickets are generally addressed in a timely manner, and overall, employees expressed satisfaction with the accessibility and responsiveness of IT support.

The Information Technology team at Metro Technology Centers demonstrates strong performance and efficiency. During staff interviews, examiners learned that the IT team reduced the number of support tickets from 5,000 to 2,400 by consolidating programs and software, streamlining processes, and improving overall system management.

Metro Technology Centers uses a maintenance ticket system to track performance. During the virtual interviews it was discovered that Metro Tech uses a maintenance ticket system called Asset Essentials to which all employees have access. The system not only addresses maintenance tickets but tracks the performance of the Maintenance staff.

Metro Technology Centers fosters a strong culture of sharing and applying best practices through professional development and peer-to-peer collaboration. Evidence from the application, virtual interviews, and on-site observations demonstrates multiple avenues for professional growth and knowledge exchange. Staff receive 80 hours of professional leave annually, and departments are provided budgets for external training, with directors overseeing assignments. Instructors reported feeling well supported in their professional development. Best practices are shared across staff during the annual Professional Development Day in August, with peer-to-peer mini sessions enhancing instructional skills. Health Careers instructors regularly collaborate, sharing techniques and strategies to improve student outcomes, and BIS and WED staff consistently share best practices via Microsoft Teams and OneDrive. During a Medical Assisting program review, examiners observed an instructor actively sharing best practices within the medical building, further illustrating Metro Tech's commitment to collaboration, continuous improvement, and the dissemination of effective practices across the organization.

Student feedback leads to positive changes at Metro Technology Centers. Students expressed they felt heard when they received new chairs and when the parking situation changed and became safer at release time. They had provided feedback about these needs.

Instructors at Metro Technology Centers value the use of Frontline for tracking and discussing professional growth and development. Instructors shared that Frontline is a beneficial tool for documenting goals and professional development activities, particularly when it is used consistently. Examiners confirmed through an on-site interview with Human Resources staff that professional development plans are evaluated twice annually and tracked through the Frontline system.

Metro Technology Centers ensures hardware reliability for students and staff. IT staff told examiners that Metro Tech maintains a contract with Dell Computers to ensure that replacement computers can be obtained and onboarded quickly. Staff interviewed overall felt that the hardware and software provided were up to date and adequate for their positions, supporting effective instruction and operational needs.

Findings and Opportunities for Improvement:

Metro Technology Centers could explore potential efficiencies through a standardized inventory process. Examiners learned that departmental inventory practices vary across the district and are not widely understood by staff. During on-site interviews, staff indicated uncertainty about whether a standard process exists, what items should be inventoried, and who is responsible. It was noted that larger items are tagged, but overall, clearer guidance and consistency could enhance efficiency and accountability.

Metro Technology Centers could expand efforts to assess stakeholder feedback by increasing awareness of, and participation in, surveys. While surveys are referenced in the application and staff indicated that stakeholders are regularly invited to participate, some stakeholders reported that they had not completed or recalled receiving surveys. Increasing visibility around when surveys are distributed and how feedback is used could improve participation and strengthen engagement. Additionally, stakeholders noted that continued updates regarding staff changes would help maintain strong connections and ongoing communication.

Metro Technology Centers could develop and communicate a formal cybersecurity and data governance policy. While staff described a variety of security measures and awareness initiatives, examiners determined that no formal, documented policy currently exists. Staff interviews confirmed ongoing efforts to promote cybersecurity awareness; however, communication and consistent implementation of a unified policy could benefit from further strengthening. Instructors and students reported completing multiple trainings but were unaware of an overarching policy, indicating an opportunity to clarify expectations and standardize practices across the district.

Metro Technology Centers could explore potential efficiencies through consolidating software platforms. Staff reported that multiple software programs are currently in use across the district, many of which are costly, redundant, and do not integrate with one another. Maintaining and updating each platform individually creates inefficiencies, and the administration and training required for these varied programs contributes to gaps in workflow and productivity. For example, one staff member noted the need to create a separate spreadsheet for instructors and their budgets, illustrating how current platforms can generate additional work rather than streamline processes.

Metro Technology Centers could review how data is made available to staff and stakeholders and consider providing additional placement information. Examiners learned that data is not always readily accessible to staff or stakeholders. During virtual interviews, stakeholders expressed that they had not received student outcome data, surveys, or other reports, but noted that having this information would be very helpful. Some stakeholders specifically requested

placement data, such as the number of students entering specific industries or fields each year, to better understand labor market alignment. Staff noted that marketing efforts include infographics and a weekly newsletter, but the distribution of relevant data to stakeholders could be expanded. Metro Tech could explore what data to share, how frequently, and through which channels to enhance transparency and support stakeholder understanding of student outcomes.

Metro Technology Centers could evaluate the reliability of internet access for students. During interviews, students reported occasional issues with Wi-Fi connectivity, indicating that internet access is not consistently reliable across all areas. Assessing and addressing these issues could help ensure that students have dependable access for instructional and hands-on learning activities.

Metro Technology Centers could strengthen organizational knowledge management. During on-site interviews, multiple staff reported a lack of documented job duties and standardized procedures. Limited collaboration between departments reduces opportunities to share knowledge and best practices. Staff expressed interest in a centralized resource for organizational knowledge and cross-departmental training. Examiners also learned that a previous Quality Management system was moved to a Grants Manager position, leaving some processes and work instructions outdated. Several staff were unable to explain how continuous improvement processes operate or how collected data is used, highlighting an opportunity to clarify, document, and share organizational practices district-wide.

5—PERSONNEL

MET

This standard examines the technology center’s ability to assess faculty and staff (and volunteers, if applicable) capability and capacity needs and build an environment conducive to quality performance. It also examines how the technology center engages, manages, and develops its faculty and staff (and volunteers, if applicable) to leverage human capital for achieving the technology center’s overall mission, vision, strategy, and action plans. Efforts should be made to ensure that opportunities are provided for personal and professional development in accordance with identified needs and current state and federal guidelines.

5.1 Environment		
<i>The goal of this item is to identify strategies and/or processes that the technology center uses to build an effective environment for accomplishing work and supporting personnel.</i>	Met	Not Met
The institution maintains adequate, qualified personnel to carry out its purpose.	✓	
The institution maintains a healthy, safe environment for all employees.	✓	
AVERAGE RATING		3.3

5.2 Engagement		
<i>The goal of this item is to identify systems used by the technology center to foster high performance, address core competencies, accomplish action plans, and ensure technology center success now and in the future.</i>	Met	Not Met
The institution fosters an organizational culture that is characterized by open communication and engaged personnel.	✓	
The institution ensures that employees are evaluated on performance.	✓	
The institution complies with state-/federally-required professional development.	✓	
The institution supports development and professional growth for its employees.	✓	
AVERAGE RATING		3.1

5.3 Personnel Results		
<i>The goal of this item is to demonstrate how well the institution has been performing in creating and maintaining a productive, caring, engaging, and learning environment for all members of the technology center workforce.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.3
STANDARD 5 OVERALL RATING		3.2

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Metro Technology Centers fosters a positive and supportive workplace culture. Across multiple interviews and divisions, staff described Metro Tech as a great place to work and expressed high levels of job satisfaction. Many employees reported long tenures and plans to retire at the technology center, citing supportive colleagues, collaboration, mentorship, and a strong sense of community. Support and maintenance staff, in particular, spoke enthusiastically about their work environment, describing it as friendly, family-oriented, and healthy. Staff shared comments such as “best job I’ve ever had,” “fun place to work,” and “go to work with a smile and leave with a smile.” These sentiments reflect a workplace culture that promotes employee engagement, morale, and retention.

Metro Technology Centers provides comprehensive benefits and professional supports that contribute to staff satisfaction, wellness, and retention. Evidence from the application and interviews indicates that staff value the range of supports available to them. Employees cited generous leave policies, including 80 hours of professional development leave each fiscal year, competitive health insurance options, and access to the on-site wellness center. Staff also appreciated the recent implementation of a monthly cell phone stipend and the availability of on-site childcare, with priority placement for employees, which supports work-life balance. In addition, examiners learned that staff benefit from fully paid OKACTE memberships and are encouraged to attend the OKACTE Summit as part of their professional growth. These supports were confirmed during interviews and reflect the technology center’s commitment to staff development. Metro Technology Centers also invests in employee health and well-being through *MetroFit*, a wellness program offering six-week exercise and health courses. A wellness center staff member reported that 48 employees were currently participating, and examiners consistently heard positive feedback regarding the accessibility and benefits of the program. Collectively, these benefits and supports help create a professional environment where employees feel valued, supported, and able to grow in their roles.

Staff at Metro Technology Centers praise the work-life balance they experience. During interviews, several staff shared that the technology center fosters an environment where taking advantage of benefits and time off is encouraged, allowing employees to maintain a healthy balance between work and personal life. Staff noted that this balance supports family responsibilities, reduces stress, and contributes to overall job satisfaction. They also highlighted that flexible scheduling, supportive leadership, and access to wellness programs, such as *MetroFit*, reinforce the ability to manage professional and personal priorities effectively.

Metro Technology Centers actively supports staff growth and advancement. Staff reported that Metro Tech promotes hiring from within and encourages participation in training opportunities, including tuition assistance. Multiple interviewees noted that professional development offerings are helpful and contribute to skill growth. Administration has established a plan for all staff members to pursue leadership development if desired, and the “Metrocap” program is available to support these opportunities. Overall, these initiatives demonstrate a commitment to fostering career growth and professional advancement for employees.

Staff at Metro Technology Centers are provided with ample opportunities for participating in training. During staff interviews it was evident that Metro Tech employees have many opportunities for training. Multiple employees mentioned that they obtained certifications in OSHA 10, CPR, Operation Boil, and others due to support from the technology center. One employee stated, “everyone has 80 hours a year for PD,” referencing the hours per year of Professional Leave provided to each staff member. The leadership team's engagement in book studies focused on modern organizational behavior and team dynamics demonstrates an investment in relational leadership and organizational culture, according to administrative staff interviewed. Examiners were told that specific studies ensure that managerial practices are grounded in establishing high-quality human interactions.

Collaboration among staff is a clear strength at Metro Technology Centers. Examiners observed that instructional and non-instructional staff across multiple divisions work together effectively to improve classroom and student outcomes, achieve shared goals, and support one another. During in-person interviews, Health building instructors described peer observations, joint advisory meetings, and shared teaching strategies, noting that they gained valuable ideas and tips from each other. Program observations highlighted strong collaboration among technical trades departments, with staff assisting one another on projects and supporting other programs, such as Public Safety, Health, Cosmetology, Culinary, Nursing, and Rad Tech. Safety program staff described working closely with Marketing on campus poster design and the Livesafe app. Staff also noted evident cohesion at the Aviation campus, where team members collaborate extensively both professionally and socially. Across virtual and onsite interviews, staff consistently emphasized that these collaborative efforts enhance problem-solving, streamline processes, and contribute to a positive, cohesive work environment throughout the center.

Metro Technology Centers prioritizes instructor retention through targeted incentives and recognition of industry expertise. During virtual interviews, instructors spoke positively about incentive pay for certification maintenance and the one-to-one expert credits provided to instructional staff. Instructors also highlighted the one-to-one acknowledgment of years of industry experience as a meaningful strategy that supports both recruitment and long-term retention of qualified instructors.

Metro Technology Centers provides non-instructional staff with multiple opportunities each year to assess performance and professional goals. During virtual interviews, non-instructional staff consistently described a structured process that includes meeting with their supervisor at least three times annually for goal setting, progress discussions, and a formal performance review. This was then confirmed onsite during interviews with non-instructional staff.

Communication within departments at Metro Technology Centers is reported to be strong. In virtual interviews, staff noted that overall communication among team members and with their department directors is effective. Examiners confirmed this during on-site observations within individual buildings and departments.

Metro Technology Centers actively develops and advances talent from within its staff and student community. Examiners learned that the technology center promotes and hires from its own staff and alumni. During virtual interviews, staff shared examples of individuals who began as students or adjunct instructors and later advanced to full-time positions. Instructors and BIS staff described a “grow your own” and “Metro Tech for Life” approach, where students can begin as teaching assistants and often advance to instructor roles. Several staff members confirmed that they themselves had started as students, demonstrating the effectiveness of these internal career pathways. This was further reiterated when David Martin, Deputy Superintendent, visited the examiner work room and shared that he began as an administrative assistant and worked his way up, highlighting how Metro Tech provides opportunities for growth and advancement.

The hiring process at Metro Technology Centers benefits from the active involvement of current staff and collaboration in job description development. According to the application and staff interviews, employees are often invited to participate in the hiring process, including reviewing applications, conducting interviews, and providing input on candidate selection. Staff reported that this participation allows them to help ensure new hires are a good fit for both the program/department and the overall culture of Metro Tech. Metro Tech also ensures that job descriptions are developed collaboratively with relevant team members and key stakeholders, helping to accurately reflect current technical needs and align new hires’ skills with the organization’s strategic goals. Interviewees expressed appreciation for these opportunities, noting that their involvement gives them a sense of ownership in building strong teams and supports continuity within their departments.

Metro Technology Centers prioritizes staff safety through comprehensive training and effective security measures. During professional development days at the start of the school year, safety training is provided beyond the required computer-based modules. Staff reported feeling safe at work, noting that security measures on campus are effective and the presence of law enforcement personnel further contributes to a secure environment. At the Springlake campus, staff and students highlighted that a combination of security personnel and a locked campus supports safety. Staff at other campuses, including the Aviation Career Center, indicated

awareness of who is in the building at all times. Security staff also provide additional support, such as escorting employees to their vehicles in the evening. Examiners observed security personnel patrolling areas behind the trades programs, and all campus cameras are monitored 24/7 from Springlake, ensuring a continuous security presence across all sites.

Findings and Opportunities for Improvement:

Metro Technology Centers could assess its current hiring practices to ensure vacancies are filled efficiently. During virtual and on-site interviews, staff noted that the time from posting a vacancy to an employee's start date can range from 60 to 90 days, with some positions taking longer. Examiners heard this concern in multiple individual interviews, indicating that evaluating and potentially streamlining hiring procedures could help meet staffing needs more promptly.

Metro Technology Centers could strengthen the consistency and efficiency of internal communication across the district. While staff generally feel supported by building-level administration, examiners learned that communication from upper administration is not always consistent or timely. Practices vary by department, with some staff receiving regular, clear information while others do not. Several staff reported that messages moving "down the chain" do not always reach them, and information moving "up the chain" can be delayed or altered as it passes through multiple administrative levels. As a result, some staff receive information too late to act upon or are unclear about expectations. Additionally, staff indicated they are not always informed when visitors or outside vendors are on campus, including in areas connected to their responsibilities. Off-site instructors and staff at smaller or specialized campuses reported feeling less connected to district-wide communication and culture, noting that some information—such as Safe Schools communications or process changes—is not consistently shared. Some staff were also unaware of how to submit public concerns and did not realize a formal process exists on the website. Increasing consistency, visibility, and inclusiveness of communication across campuses, locations, and roles could improve awareness, engagement, and overall efficiency.

Metro Technology Centers could enhance the new employee onboarding process. Currently, onboarding is hosted once a month by the HR department and lasts half a day. Examiners learned through virtual and in-person staff interviews that the current orientation is brief, and new employees often must navigate procedures and expectations on their own. Some staff felt the onboarding process was insufficient or inconsistent, which can lengthen the time it takes for new employees to fully step into their roles. While staff acknowledged that the orientation is helpful, they indicated it could be more effective. Standardizing and expanding onboarding practices, including consistent safety training and clear guidance on organizational procedures, could help new employees feel better supported, informed, and integrated into Metro Tech's culture and operations.

Metro Technology Centers could evaluate staffing capacity to ensure alignment with program growth and operational needs. Through interviews with staff across multiple areas, examiners learned that increasing enrollment, expanded program offerings, and additional partner sites have placed greater demands on existing personnel. Interviewees noted that while staff continue

to support students and stakeholders effectively, limited staffing in some areas can create challenges in maintaining consistent services, timely support, and continuity during periods of transition or vacancies. Staff expressed feeling stretched thin as responsibilities have expanded without corresponding increases in personnel. Examiners determined that a comprehensive review of staffing needs, informed by enrollment trends, service demands, and planned growth, could support sustainability and ensure continued high-quality services across the district.

Metro Technology Centers could enhance the training and consistency of its mentorship program for new instructors. Interviews with multiple staff revealed a range of experiences with mentors: some new instructors felt well-supported throughout their first year, while others indicated the mentorship program was not as clearly defined or consistent as they would like. Staff suggested that providing more structured guidance and training for mentors, along with clear expectations and year-long engagement, could ensure all new instructors benefit from a strong, consistent mentorship experience.

Metro Technology Centers could provide staff with additional information about the Employee Assistance Program (EAP). During interviews, some staff indicated they were aware that an EAP exists but requested more details about the program, including how to access it, the types of support available, and the process for utilizing its services.

Metro Technology Centers could strengthen its succession planning strategies. According to the application, sixty percent of the workforce has fewer than five years of tenure. Staff interviews indicated there is currently no formal process to hire replacements early or systematically cross-train employees before vacancies occur. Staff noted that retirements and departures in various departments have sometimes left areas short-staffed and at risk of losing institutional knowledge. Additionally, outgoing employees occasionally take extended leave prior to their departure, which could be an ideal opportunity to implement cross-training and knowledge transfer strategies to support continuity and smooth transitions.

Metro Technology Centers could consider dedicating breakout sessions during professional development activities to current and anticipated changes. During virtual interviews, staff noted that the annual in-service includes breakout sessions; however, they expressed a desire for sessions more closely aligned with their specific roles, new software implementations, and changes to procedures (for example, fundraising processes). Staff indicated that providing targeted breakout sessions would better prepare employees for upcoming changes and be more efficient than relying on multiple email communications.

Metro Technology Centers could explore ways to strengthen professional development support for staff. During on-site discussions, support staff shared that while Metro Tech previously had a dedicated professional development department, current support primarily consists of a committee that sets agendas for “All-District Days.” Staff indicated that professional

development tracking is largely managed by site directors and individual staff, and much of the training is external, requiring time away from campus and out-of-pocket costs. Some instructors reported challenges with reimbursement for relevant certifications and limited access to development opportunities such as ODCTE summer cohorts. Examiners also learned that non-instructional staff sometimes lack clear guidance on where to seek training for software or technology needs.

6-OPERATIONS

MET

This standard examines how the technology center designs, manages, and improves its processes to achieve organizational success and sustainability. Business and industry sector as well as other organization and individual community involvement should be addressed. This standard considers a technology center's ability to provide adequate facilities, equipment, and resources/materials for all students, including those who may need additional accommodations/modifications. It also examines the technology center readiness for safety and emergencies and its adherence to policies and procedures.

6.1 Operational Effectiveness		
<i>The goal of this item is to identify strategies and processes used by the technology center to create value for students, business and industry, and other customers/stakeholders and to achieve current and future organizational success.</i>	Met	Not Met
The institution has identified its key work and support processes and their requirements.	✓	
AVERAGE RATING		3.2

6.2 Community Partnerships and Involvement		
<i>The goal of this item is to ensure that business and industry and partner school input is included in the design and development of program and service offerings.</i>	Met	Not Met
The institution ensures business and industry input through advisory committees.	✓	
AVERAGE RATING		3.5

6.3 Facilities, Transportation, Equipment, Resources, and Materials		
<i>The goal of this item is to ensure the technology center uses effective operations in order to have appropriate and maintained facilities, transportation, equipment, resources and other needed materials.</i>	Met	Not Met
The institution provides adequate facility size for all students/clients, programs, and services.	✓	
The institution acquires equipment, tools, and instructional resources to support all students/clients, programs, and services.	✓	
AVERAGE RATING		3.1

6.4 Safety, Security, and Emergency Preparedness <i>The goal of this item is to ensure the technology center uses effective operations that create a safe, secure workplace environment and utilization of emergency preparedness tactical processes and strategies.</i>	Met	Not Met
The institution provides a safe environment.	✓	
The institution regularly monitors safety.	✓	
The institution complies with all state/federal mandates related to emergency preparedness.	✓	
AVERAGE RATING	3.3	

6.5 Compliance <i>The goal of this item is to capture meaningful information to demonstrate the technology center is meeting its compliance requirements.</i>	Met	Not Met
The institution has satisfied the minimum requirements of nondiscrimination.	✓	
The institution ensures educational equity in relation to all potential students/clients within its service area.	✓	
The institution's facilities, instruction and training, and service offerings are accessible and useable to individuals with disabilities.	✓	
The institution annually updates policies and procedures.	✓	
The institution adheres to federal student aid (FSA) requirements.	✓	
The institution defines clock hours, equivalencies, or has a policy in place establishing minimum attendance for postsecondary students in accredited programs.	✓	
AVERAGE RATING	3.0	

6.6 Operations Results <i>The goal of this item is to demonstrate technology center effectiveness and efficiency.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING	3.2	
STANDARD 6 OVERALL RATING	3.2	

To determine whether a standard is met:

- (1) all "Met/Not Met" statements must be "Met," AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any "Not Met" statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Metro Technology Centers maintains a robust community presence. This was evident throughout the application and confirmed during virtual interviews. Metro Tech staff serve on numerous municipal, nonprofit, and workforce boards, as well as maintaining partnerships with several chambers of commerce. The center also promotes many community-focused events through various marketing efforts. One of the most notable events mentioned repeatedly was the upcoming Halloween/Fall Fest, with couriers noting their participation in picking up candy from local businesses. Metro Tech has also donated computers for senior learning programs, and staff contributed to a community action drive. According to the application, Metro Tech hosts principal meetings, counselors meet regularly with partner schools, and five embedded teachers are placed in sending schools. During stakeholder interviews, the positive relationship between Metro Tech and OKCPS was evident, with multiple examples cited, including data sharing, recruitment efforts, and outreach initiatives. Stakeholders described the relationship as seamless. Students highlighted community engagement through programs such as Nursing and Health Services, including participation in diaper drives for the Infant Crisis Center, Fall Festival leadership activities, blood drives, and health fairs. During virtual interviews, staff shared additional examples of how Metro Tech provides resources to the community: hosting the OKC Job Fair, housing the 911 call service at the South Bryant campus, offering a low-cost wellness program, and making rooms available for group meetings and training purposes.

Metro Technology Centers effectively leverages advisory committees to guide training and equipment decisions. During virtual interviews, several instructors described how advisory committees support program development. One instructor shared that her advisory committee helped secure a specific piece of equipment, while feedback from the Accounting program's committee led to curriculum updates reflecting current industry practices. The manager of Tinker Federal Credit Union noted that he serves on multiple Metro Tech advisory committees. On-site interviews highlighted that some programs hold advisory committee meetings twice a year. The Firefighting program, in particular, maintains a robust, industry-based advisory committee that provides instructors with up-to-date information to inform instruction.

Metro Technology Centers demonstrates innovation in encouraging student participation in technology center programs while pursuing postsecondary coursework. Through an innovative grant, concurrently enrolled students in STEM programs have their fees covered, since tuition is largely waived by their partnering postsecondary institutions. This initiative removes financial

barriers by covering costs such as books and additional fees. Metro Tech is currently expanding this model to include other programs beyond STEM.

The planned transition from the downtown campus to the Springlake campus is viewed as a strategic advantage for Metro Technology Centers. Examiners learned that relocating programs is expected to result in cost savings while also improving accessibility for clients and partners. Interviewees shared that small companies were pleased to avoid parking costs, and representatives from the City of Oklahoma City noted that parking large vehicles is more manageable at the Springlake campus. Overall, the move is anticipated to enhance operational efficiency and better support community and business needs.

Metro Technology Centers is recognized for offering relevant and forward-looking programs and training. Interviewees highlighted that the center's training opportunities are designed to meet current workforce needs, including programs that equip more than 600 individuals with knowledge and skills related to artificial intelligence. These offerings ensure that students gain practical, in-demand competencies that align with industry trends.

Metro Technology Centers integrates cross-functional work groups to support service delivery. The application highlights examples of departments collaborating to improve system processes. During interviews with the IT department, examiners learned that some instructional designers are co-located with IT staff, fostering a more cohesive and productive workflow. CIS personnel specifically noted that they maintain a close working relationship with IT, which enhances coordination and efficiency across teams.

Metro Technology Centers provides transportation for students to and from partner schools. In virtual interviews with support staff, transportation was discussed. It was noted that Metro Tech has a fleet of buses that they maintain in-house. They use an app for transportation coordination and can provide transportation for students on field trips as well without affecting regular routes. It was noted that the technology center employs around 17 bus drivers.

Metro Technology Centers maintains a strong partnership with Tinker Federal Credit Union. TFCU has a branch located on campus. The manager serves on advisory committees and offers internships for Metro Tech students. They also often hire from Metro Tech programs, and those students have done well in their careers at TFCU, according to stakeholder interviews. TFCU offers automatic membership to all Metro Tech students to open accounts with no barriers.

Metro Technology Centers demonstrates a strong commitment to safety. Employees interviewed during virtual sessions expressed that they feel the school prioritizes safety, reinforced by training for all staff on OSHA 10 procedures provided at no cost. This commitment is also detailed in the application, which highlights the safety department's initiatives. Staff and stakeholders reported feeling safe on campus, citing both the comprehensive training and the

presence of contracted security personnel. Additionally, Metro Tech provides a safety app that allows users to report incidents, request assistance, and access emergency resources.

Staff and students at Metro Technology Centers feel they have the equipment and resources necessary for their programs. In on-site interviews, staff and students expressed they have all the materials they need to complete their jobs and do their work in their programs. They all expressed that Metro Tech ensures they have the things they need to be successful in their programs. Instructors reported that they have adequate materials and supplies and that they can purchase just about anything they need for their programs without much hassle.

Metro Technology Centers provides effective safety and emergency drills. Interviews revealed that classrooms feature a “safety bag” in the event of evacuation. The bag contains first aid items and color laminated tags, green for “all accounted for” and red for “missing (not all accounted for).” Examiners learned that different drills occur every semester for morning and evening classes. Students interviewed in multiple programs could quickly identify where to go for a tornado, fire drill and lockdown.

Metro Technology Centers maintains comprehensive safety measures and monitoring. This was evident in staff interviews, documentation, and internal audit data. The LifeSafe app allows employees to report safety issues immediately and anonymously to ESRA officers and campus security teams. Internal safety surveys are conducted twice a year using Jotform, with each item aligned to OSHA standards and marked as pass/fail. In cases of a fail, users have the option to upload a photo, ensuring accurate documentation of safety concerns.

Instructors at Metro Technology Centers integrate innovative technology into their programs. During on-site interviews, examiners observed that instructors have access to Carl Perkins grant funding to support the acquisition of new and innovative technology. For example, the school purchased 10 virtual reality headsets along with the corresponding software suite. Additionally, the Automotive Service Technology (AST) program received new in-floor dynos and vehicle lifts based on recommendations from its advisory committee, as noted in staff interviews.

Findings and Opportunities for Improvement:

Metro Technology Centers could strengthen the communication and sharing of updated or new processes. Staff reported that procedures often change without prior notification, and they sometimes only become aware of updates when a procedure is cited as being violated. Interviews indicated that the way changes are communicated varies by supervisor, resulting in inconsistent awareness among staff. Additionally, some procedures were described as outdated or inefficient, and staff noted there are a large number of them. Enhancing both the clarity and consistency of communication regarding new or revised processes could help staff stay informed, reduce confusion, and support more efficient operations.

As enrollment and program demand continue to evolve, Metro Technology Centers could further assess space utilization and long-term facility needs to support student learning. Interviews with staff and stakeholders, along with on-site observations, indicated that classroom and lab capacity is limited in some program areas. In particular, BIS classrooms typically accommodate only 10–12 computers, which restricts the number of participants who can be trained at one time and limits scheduling flexibility. Programs requiring larger instructional spaces, such as CDL certification, currently rely on outsourced locations, which can further constrain access. Examiners also noted waitlists in some programs and instructional spaces that may be undersized for current enrollment levels. With continued growth and increasing demand, proactive planning to evaluate space needs, explore options for expanding or reconfiguring dedicated classrooms and labs, and align facilities with enrollment goals could help balance capacity, access, and program sustainability.

Metro Technology Centers could digitize visitor tracking at the Aviation campus. Currently, visitors are tracked using paper sign-in and sign-out sheets. During an on-site interview, a security contractor showed examiners the binder system used to maintain these records and noted that the records are only retained for a limited period. Implementing a digital tracking system could improve record retention, streamline the check-in process, and enhance overall campus security monitoring.

Metro Technology Centers could continue assessing and addressing renovation needs in Building B at the South Bryant campus. During on-site tours and interviews, staff and students noted that Building B has limitations in space, safety features, and general facilities compared to other buildings on the campus. Examples include the lack of keyless entry or an intercom system, limited classroom and shop space, and restroom access challenges. While recognizing that renovations require resources and planning, ongoing assessment of the building's needs and implementing improvements when feasible could enhance safety, functionality, and the learning environment for both students and staff.

Metro Technology Centers could enhance transparency regarding building maintenance and funding. Examiners observed that clarity around maintenance priorities, staffing, and the allocation of building versus program funds could be strengthened. Currently, it is not always clear which expenses fall under program budgets or building maintenance, and staff may encounter uncertainty about purchasing approvals. Continued attention to communicating these processes and ensuring adequate resources for maintaining facilities could support operational efficiency and the upkeep of Metro Tech’s campuses.

Metro Technology Centers could explore opportunities to expand advisory committee and industry partner involvement across all programs. While many programs actively engage partners for advisory input, instruction, and work-based learning, interviews indicated that some programs have less consistent engagement. Examiners learned that many instructors could not provide examples of students participating in internships, apprenticeships, or other off-campus work-based learning experiences connected to advisory committee members. Currently, advisory committee involvement is largely limited to biannual meetings, and in some programs, hands-on learning occurs exclusively on campus. Scheduling adjustments and other operational factors can also impact industry participation in student organizations and related activities. Expanding and standardizing partner involvement, as well as more fully utilizing advisory committees, could strengthen connections with industry, increase student exposure to real-world practices, and enhance career readiness across all programs.

Metro Technology Centers could increase awareness of campus safety measures and the LiveSafe app among students and staff. During program visits, examiners observed posters about the app and safety protocols in some areas, but not all. Several students and staff indicated they were unaware of the app or its features. Providing additional outreach and guidance on how to use the app, including its reporting and emergency functions, could help ensure that all campus community members are informed and able to utilize the safety tools available.

Metro Technology Centers could review and clarify its approach to safety check responsibilities. During one-on-one interviews, staff shared frustration with the current process, noting a lack of shared ownership between instructional staff and maintenance. In industry settings, instructors explained that individuals are typically responsible for routine safety checks within their own work areas, such as monitoring first aid supplies or eyewash stations. At Metro Tech, these responsibilities are largely centralized with maintenance staff, which some interviewees felt can delay updates or corrections. As a result, several instructors reported informally managing safety needs within their classrooms to ensure compliance. Staff also indicated that process changes often occur only after repeated requests. Clarifying roles and expectations for routine safety checks could improve efficiency, accountability, and alignment with industry practices.

Metro Technology Centers could explore additional safety and security measures. While the technology center has made significant improvements, such as lighting the front of campus and maintaining a visible security presence, staff noted that some areas, including the back parking lot and side paths, are less well lit, particularly during early morning or late evening hours. Interviewees suggested that enhancing lighting and visibility in these areas could further support a sense of safety for staff and visitors. Staff also mentioned that an interdepartmental safety committee, which was planned but not yet implemented, could help coordinate safety initiatives and ensure consistent engagement across the district. Additional safety measures and ongoing communication could help reinforce a culture of safety and ensure all staff feel supported and secure.

Metro Technology Centers could consider establishing an advisory committee for its Business and Industry Services division. Through interviews, examiners learned that BIS does not currently have a dedicated advisory committee. Staff reported that creating an ACD/BIS advisory committee could be valuable, providing industry insight, supporting continuous improvement of customized training offerings, and strengthening alignment with workforce needs. Formalizing such a committee could enhance industry engagement and strategic planning for the division.

CIVIL RIGHTS AND SAFETY

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Metro Technology Centers demonstrates innovative and accessible communication of safety and security information. During the campus walkthrough and discussions with the District Environmental Safety Coordinator and Director, examiners observed strategically placed plaques throughout the campus, including classrooms and seminar rooms, displaying emergency maps with evacuation and storm shelter routes. These plaques also feature QR codes linking directly to Metro Tech's safety and security policies and Safety Data Sheets (SDS), ensuring that all employees, students, and visitors can access critical safety and chemical information in real time.

Metro Technology Centers prioritizes effective emergency preparedness through upgraded AEDs and staff training. Examiners observed newly installed Automated External Defibrillators (AEDs) aligned with the models used by first responders in the greater Oklahoma City area, allowing seamless handoff during emergencies. The AEDs support continuous chest compressions during defibrillation, enhancing resuscitation effectiveness. A certified trainer provided on-site instruction to all employees, ensuring proper use of the devices and reinforcing Metro Tech's commitment to campus safety.

Findings and Opportunities for Improvement:

Metro Technology Centers could expand awareness and accessibility of safety and security information across all campuses. While plaques and QR codes provide valuable information in classrooms and seminar rooms, staff, students, and visitors may not consistently be aware of or access this information. Metro Tech could explore additional communication strategies or training to ensure all campus locations and users are familiar with available safety resources.

Metro Technology Centers could continue to assess and enhance emergency preparedness training. Although AEDs have been upgraded and training provided, ongoing refresher training and periodic drills could ensure all staff maintain confidence in using the devices. The school could also evaluate the distribution and accessibility of AEDs across campuses to ensure rapid response in all areas.

Financial Aid

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

Administration Support for Training:

Metro Technology Centers (MTC) is to be commended for its support of the financial aid staff with professional development and training opportunities.

MTC has membership in NASFAA (National Association of Federal Student Aid Administrators), SWASFAA (Southwest Association of Student Financial Aid Administrators), OASFAA (Oklahoma Association of Student Financial Aid Administrators), OVESA (Oklahoma Veteran Education Specialist Association) and OK ACTE (Oklahoma Association of Career and Technology Education). Active participation by the MTC FAOs in training sessions provided by NASFAA, SWASFAA, OASFAA, OVESA and Oklahoma Department of Career and Technology Education (ODCTE), as well as the Federal Student Aid Training Conference (FSATC) confirms the continued support of MTC administration for its financial aid staff.

Examiners encourage the MTC financial aid staff to continue attending as many of these training opportunities as possible, due to ever changing FSA regulations. Attendance also assists in networking with peers in the financial aid field and gaining other resource avenues of knowledge.

Financial Aid Knowledge:

District size, as well as participation in the Federal Student Loan program, necessitates multiple staff to adequately administer student financial aid at MTC. The office consists of five staff: manager (FAM), two financial aid officers (FAO), a specialist and an assistant. The FAM has 26 years of student aid experience, the last three of those at MTC. Both FAO's have more than 20 years of experience each, the specialist has been working in student aid at MTC for almost 10 years, and the assistant started her aid career a year ago.

All MTC financial aid staff are well acquainted and networked with peers across the Career and Technology Center group, as well as among credit hour institutions across Oklahoma. MTC is fortunate to have an experienced financial aid office, where staff is committed to serving students and protecting MTC's Title IV eligibility.

6.5b(1, 2, 3, 6) Policies, Procedures and Consumer Information:

MTC administration depends on the FAM and staff to review and submit policy and procedure updates and additions to satisfy US Department of Ed regulations for participation in Title IV. MTC posts a Student Handbook (SHB), Fulltime Catalog (FC) and Financial Aid, Consumer & VA Procedure Guide (FA CI VA) on their website, along with a dedicated Consumer Information page on their website. Each appears to be reviewed and updated annually. Examiners did note that while there is some duplication among the publications, no one document contains all required information. Currently MTC requires both the SHB and FA CI VA guide and the webpage to fully satisfy compliance requirements. (see Opportunities for Improvement).

6.5b(3, 6) MTC has made improvements in website accessibility of Consumer Information, required reports, handbooks, and other information published for employees, students and stakeholders. MTC disseminates the SHB and the annual Notice of Consumer Disclosures electronically to each student. Cost of Attendance (COA) information for the aid eligible programs was easily found on the website under each program and in the Fulltime Catalog. and contain all the current federal requirements. Consumer Information and disclosures were found to be appropriate and available, demonstrating that MTC is meeting compliance requirements.

In addition to posting online, hard copies of items may be requested. Examiners encourage MTC to work with the necessary divisions to schedule annual dissemination of the Annual Security Report and Drug and Alcohol Prevention information. These items were readily available online, however with changes in staff along the way, understanding of dissemination requirements had been confused.

MTC is encouraged to continue to make their website the workhorse for disclosures, reports and handbooks needed for a student's success while attending MTC.

6.5b(4) Administrative Capabilities:

The school's Program Participation Agreement (PPA) and Eligibility and Certification Approval Report (ECAR) were found to be correct.

Financial Aid Policies are reviewed and updated regularly. The number of staff and their individual expertise allow for some division of responsibilities, allowing staff to focus on the details of their responsibilities. This is especially helpful as MTC participates in the Federal Student Loan program. In addition to interviewing the FAM, examiners interviewed MTC business office staff involved with Title IV processes to confirm separation of duties and processes and administrative capability.

To confirm these capabilities, twenty (20) student files from the 2024-2025 Pell Award Year (7.69%) were randomly selected for onsite review from the list of 260 students supplied as receiving Pell from the 24-25 award year. The sample included students that have completed,

withdrawn and/or are still currently enrolled in a variety of programs. Multiple funding sources were documented in files reviewed.

Student Files selected for review:

1) Ashe	6) D-Barrios	11) Matthews	16) Sanchez
2) Beckman	7) Esparza	12) Montoya	17) Suarez
3) Buchanan	8) Gallimore	13) Murphy	18) Tryial
4) Cazarez	9) Hamilton	14) Perry	19) Whitebird
5) Cox	10) Londendoh	15) Rabourn	20) Wisner

File Review:

A student file worksheet was used to confirm and note standard items as files were individually reviewed. Any questions and comments pertaining to the file were noted on these worksheets for reference purposes for this report.

Files 1 – 20: No clear calculation for determining the Pell amount for weeks vs hours to ensure accuracy and/or correctly award.

File 5: Disconnect between refund dates, bursar inputs dates manually and may not match the actual date Title IV funds were disbursed to student's accounts.

File 8: Late R2T4. Last Day of Attendance (LDA) = 6.12.2025, school determined 7.8.2025, FA office notified 7.8.2025, R2T4 completed 10.8.2025. Not typical of MTC, examiners understand this to be the exception.

File 14: R2T4 error, LDA was off by one day. R2T4 was performed timely, however, initial amount was returned incorrectly on March 25 and corrected during internal file review before accreditation in October 2025.

File 20: Student awarded by hours, when weeks calculation was the lesser amount. Specific program instruction 40+ hrs/week over a shorter number of weeks.

MTC FA staff pulled files for this same program and began processing these corrections while examiners were onsite.

Examiners found the Pell Disbursement Notification, Withdrawal Information and Attendance Requirements all excellent items for students. Student calendars were also easy to understand; examiners especially appreciated the student's payment period information included at the bottom of the calendar. Examiners found attendance reports, student account summaries and financial aid receipts all easy to follow and excellent consumer resources for their students.

Peer evaluators reviewed only twenty (20) files; therefore, comments are not to be deemed all-inclusive, and the school is not limited to just areas noted for correction in this report when found.

6.5b(9) MTC offers student loans and does a good job with the administration and management of the loan program. This was evident in the file review, as well as in reviewing their processes while onsite. Their default management plan is available on the financial aid page of MTC website and provided in hard copy upon request. As listed in the application, and verified through interview while onsite, MTC partner with a third-party service to support default management efforts.

Findings and Opportunities for Improvement:

6.5b(3) Consumer Information disclosure and dissemination:

Currently MTC requires both the SHB and FA CI VA guide and the webpage to satisfy disclosure requirements. Examiners would remind MTC that these compliance requirements are for all current and potential students and employees, as well as community stakeholders, not financial aid students only. Specifically notice of the Annual Security Report (ASR) and Drug Free Schools must be disseminated and their availability clearly posted.

To improve access, MTC is encouraged to continue to develop and expand the reports and disclosures listed/published on the Consumer Information webpage. Examiners believe that much of what is in the FC is already repeated on the program pages as well as the Consumer Information page. If the information on pages 1-4 of the FC is included in the SHB, it would not be necessary to publish the FC on the website, reducing the number of documents a student is searching.

6.5b(4) Additional file items that would benefit from Best Practices moving forward:

- Greater attention to dates of transactions or change in student status changes. Some dates in the financial aid, bursar, and enrollment records did not match.
- Timely notification/communication to the financial aid department of any/all student status changes from all campuses
- Greater effort on all campus to make students aware of all potential aid possibilities, ensuring that all students are directed to where they can find available aid resources
- The Drug Abuse policy is not easily found or identified in the SHB or the ASR. Information found in the ASR met most requirements but did not list sanctions that would be applicable to students for any policy violations.
- Identifying a clear procedure for students to request a copy of the school's accreditation, licensure, or approval documents for review on the accreditation and licensure disclosure of the Consumer Information webpage

- Consistent availability of student charge information prior to and/or at time of enrollment.
- There appear to be several software limitations related to financial aid. Disbursements, application to student accounts, and refunds are a very manual process, providing opportunities for errors and inconsistency.
- Calculation sheet/record showing awards for both hours and weeks in file. Examiners are aware students were awarded and packaged in EDEExpress; however, evidence was not seen in files.
- Adult students interviewed at South Bryant and Aviation campuses were less satisfied with the services and processes that required them to travel to Springlake. MTC is encouraged to consider ways to take those services to students regularly and possibly extend available hours when required to come to Springlake.

7—SYSTEM IMPACT

MET

Technology center performance indicators that align to Oklahoma *CareerTech* system goals will be reported to demonstrate system impact. The results also show how the technology center is successful in meeting its mission and vision, goals and objectives. This standard examines the technology center's performance and improvement in key institution-wide areas outlined by the Oklahoma State Board of Career and Technology Education. Performance levels and trends are examined relative to required *CareerTech* benchmarks.

7.1 Oklahoma CareerTech Statewide Benchmarks: What are the technology center's overall performance results? <i>The goal of this item is to demonstrate performance results in alignment with Oklahoma CareerTech's performance measures.</i>		Address 75% of the areas within each section	Address at least 50% of the areas within each section	Address less than 50% of the areas within each section
a. Business/Educational Partnerships				
✓	K-12 Partnerships	Exceeds	Meets	Develops
✓	Higher Education Partnerships			
✓	Advisory Committees			
	Executive Officer Network			
✓	Business Penetration			
✓	Business and Industry Satisfaction Rate			
✓	Consulting Services			
✓	Incubator Services			
✓	Other* (please explain): <i>MT Total Giving to MTF</i>			
b. Career Awareness				
✓	OK Career Guide Statistics	Exceeds	Meets	Develops
✓	Individual Career Plans / Individual Career and Academic Plan (ICAP) / Perkins Programs of Study			
✓	Elementary Level Career Development Activities			
✓	Secondary (MS, JH, HS) Career Development Activities			
✓	Adult Career Development Activities			
✓	Exploratory programs (summer academies and camps, potential student tours, etc.)			
✓	Other* (please explain): <i>Fulltime program enrollment by student type.</i>			
c. Educational Attainment				
✓	Competencies / Knowledge and Skills	Exceeds	Meets	Develops
✓	Capacity			
✓	Retention/Completion			
✓	Academic Credit			
✓	Career & Technical Student Organizations			
✓	WorkKeys			
	Prior Learning Assessments			
✓	Credentials			
✓	Certifications			
✓	Placement			
	Company Training by Geographic Area			
✓	Other* (please explain): <i>Student Satisfaction Survey</i>			

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

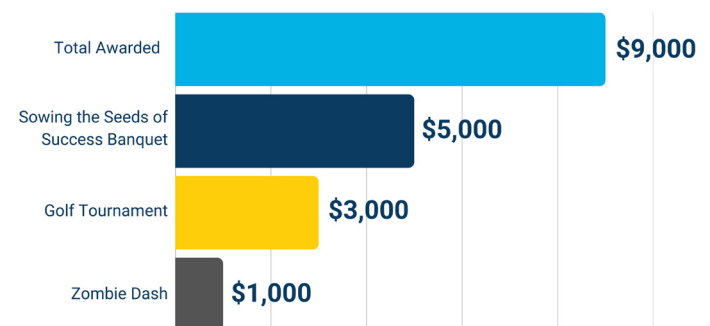


Figure 7a 8: MT Total Giving to MTF

OK CareerGuide Statistics - OKCPS

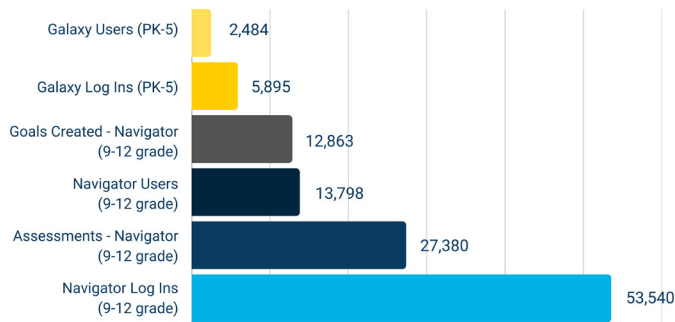


Figure 7b 1: OK CareerGuide Statistics

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

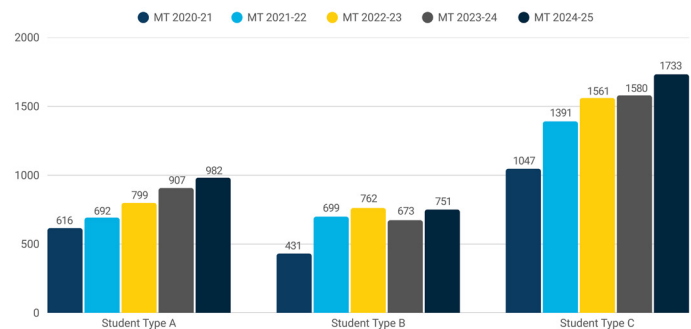


Figure 7b 7: Full-Time Program Enrollment by Student Type

COMPETENCY EXAMS

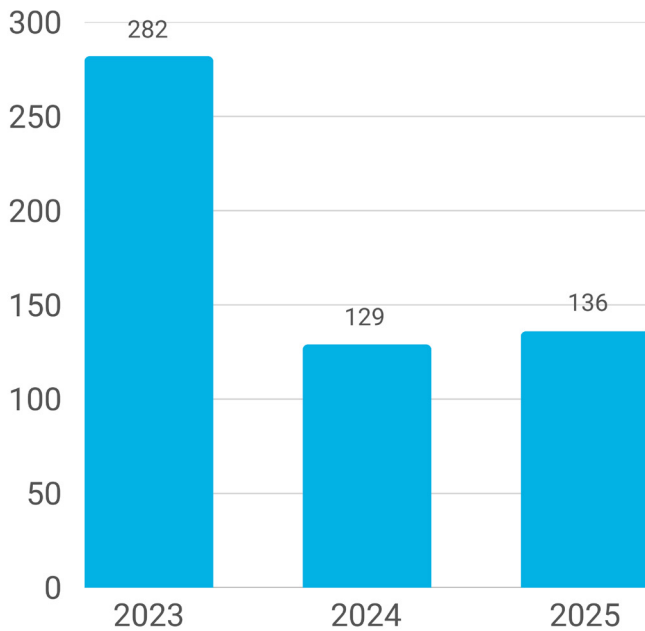


Figure 7c 1: Competencies/Knowledge and Skills

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

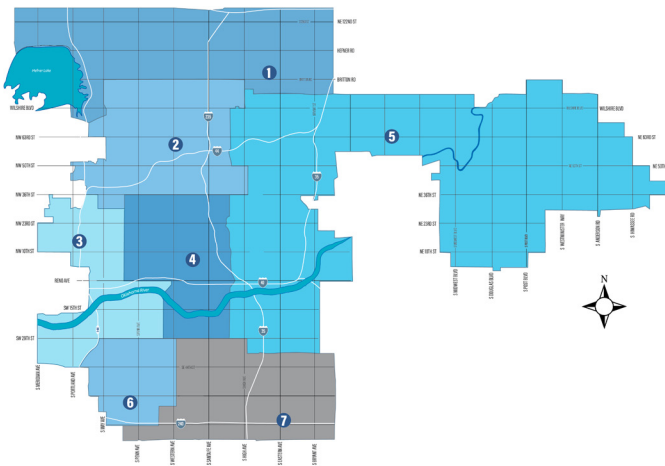


Figure 7c 10: Company Training by Geographic Area

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