

# 2017 Malcolm Baldrige National Quality Award

Lindel Fields, Superintendent & CEO



**TRI COUNTY TECH**

---

# TABLE OF CONTENTS

---

**Organizational Profile**

|                                |     |
|--------------------------------|-----|
| P.1 Organizational Description | i   |
| P.2 Organizational Situation   | iii |

**Leadership**

|  |   |
|--|---|
| 1.1 Senior Leadership                        | 1 |
| 1.2 Governance and Societal Responsibilities | 4 |

**Strategy**

|                             |    |
|-----------------------------|----|
| 2.1 Strategy Development    | 7  |
| 2.2 Strategy Implementation | 11 |

**Customers**

|                           |    |
|---------------------------|----|
| 3.1 Voice of the Customer | 13 |
| 3.2 Customer Engagement   | 15 |

**Measurement, Analysis, and Knowledge Management**

|  |    |
|--|----|
| 4.1 Measurement, Analysis, and Improvement of Organizational Performance | 18 |
| 4.2 Information and Knowledge Management                                 | 22 |

**Workforce**

|                           |    |
|---------------------------|----|
| 5.1 Workforce Environment | 23 |
| 5.2 Workforce Engagement  | 27 |

**Operations**

|                               |    |
|-------------------------------|----|
| 6.1 Work Processes            | 29 |
| 6.2 Operational Effectiveness | 32 |

**Results**

|  |    |
|--|----|
| 7.1 Student Learning and Process Results     | 34 |
| 7.2 Customer Results                         | 38 |
| 7.3 Workforce Results                        | 41 |
| 7.4 Leadership and Governance Results        | 45 |
| 7.5 Budgetary, Financial, and Market Results | 49 |

---

# GLOSSARY OF TERMS AND ABBREVIATIONS

---

AACC – American Association of Community Colleges  
ACEN - Accreditation Commission for Education in Nursing  
ACR - Automotive Collision Repair  
ACT - American College Test  
ADA – Americans with Disability Act  
ADAAG - ADA Accessibility Guidelines  
ADACDA - American Dental Association Commission on Dental Accreditation  
ADPC – Software Accounting Solutions for Public Schools and Career Centers  
AED – Automated External Defibrillator  
AEP/PSO - American Electric Power/ Public Service Company of Oklahoma  
AMET – Automated Manufacturing and Engineering Tech  
AP - Adult Program  
AST - Auto Service Technology  
AWT - Applied Welding Technology

BBP - Blood Borne Pathogen  
BI – Bright Ideas  
BDC - Business Development Center  
BMS - Bio Medical Science  
BOE – Board of Education  
BPTW – Best Place to Work

CAF - Catering and Facilities  
CC – Core Competency  
CCW – Community College Week  
CDC – Child Development Center  
CE – Community Education  
CEO – Chief Executive Officer  
CFO – Chief Financial Officer  
CIO – Chief Instructional Officer  
CNC – Computer Numeric Control  
COS - Cosmetology  
CPR - Cardiopulmonary Resuscitation  
CQO – Chief Quality Officer  
CR – Completion/Retention  
CRC - Career Readiness Certification  
CST - Construction Technology  
CTE – Career and Technology Education  
CTSO – Career and Technical Student Organization  
CUL - Culinary Arts

DDI - Development Dimensions International  
DH - Dental Hygiene  
DHS - Department of Human Services

EAP – Employee Assistance Program  
EAST – Environmental and Spatial Technology  
ECE - Early Childcare Education  
EEOC - Equal Employment Opportunity Commission  
ENG – Pre-Engineering  
EPA – Environmental Protection Agency  
ES – Event Services  
ESC – Employee Satisfaction Committee  
ESS – Employee Satisfaction Survey

**FBI - Federal Bureau of Investigation**  
**FIRST - For Inspiration and Recognition of Science and Technology**  
**FMLA - Family Medical Leave Act**  
**FT - Full-Time**  
**FY - Fiscal Year**

**GPTW - Great Place to Work Institute**  
**GCT - Graphics and Communications Technology**

**HS - High School**  
**HR - Human Resources**  
**HRIS - Human Resources Information System**  
**HVAC - Heating, Ventilation, and Air Conditioning**

**IAP - Individual Action Plan**  
**IDEA - Individuals with Disabilities Education Act**  
**IEP - Individualized Education Program**  
**IPEDS - Integrated Postsecondary Education Data System**  
**IRS - Internal Revenue Service**

**KPM - Key Performance Measure**

**LED - Light Emitting Diode**  
**LCR - Local Controllable Revenue**  
**LPN - Licensed Practical Nursing**  
**LSS - Lean Six Sigma**  
**LT - Leadership Team**

**MED - Medicine and Biosciences**  
**MI - Major Initiative**  
**MIG - Metal Inert Gas**  
**MKT - Marketing**  
**MRS - Major Revenue Sources**  
**MBNQA - Malcolm Baldrige National Quality Award**  
**MVV - Mission, Vision, and Values**

**NAC - National Accreditation Commission**  
**NAEYC - National Association for the Education of Young Children**  
**NET - Networking**  
**NIMS - National Incident Management System**  
**NPS - Net Promoter Score**  
**NRS - Pre-Nursing**  
**NTHS - National Technical Honor Society**

**OBN - Oklahoma Board of Nursing**  
**ODCTE - Oklahoma Department of Career and Technical Education**  
**OP - Operational Plan**  
**OK - Oklahoma**  
**OOQ - Office of Quality**  
**OQAF - Oklahoma Quality Award Foundation**  
**OSBC - Oklahoma State Board of Cosmetology**  
**OSHA - Occupational Safety and Health Administration**

PA – Performance Appraisal  
PBDC – Pawhuska Business Development Center  
PC - Personal Computer  
P-Card - Purchasing Card  
PD – Professional Development  
PDSA – Plan Do Study Act Improvement Cycle  
PIT – Process Improvement Team  
PMO - Precision Machining Operations  
POE – Instructional Program Plan of Excellence Process  
PR - Public Relations

SA – Strategic Advantage  
SBE - School of Business & Entrepreneurship  
SC – Strategic Challenge  
SDE – State Department of Education  
SHRM - Society of Human Resource Management  
SLC – Small Learning Communities  
SLT – Senior Leadership Team  
SMART - Stretching, Measurable, Achievable, Relevant, and Time-bound  
SPP - Strategic Planning Process  
SREB – Southern Region Education Board  
SWAT - Special Weapons and Tactics  
SWOT – Strength Weaknesses Opportunities Threats

TCT – Tri County Tech  
TCTF - Tri County Tech Foundation  
TCTW – Tech Centers That Work  
TCU – Tri County University  
TIG - Tungsten Inert Gas  
TLE – Teacher and Leader Effectiveness  
TSC – The Strategy Center

VOC – Voice of Customer

WAP – Workgroup Action Plan  
WG POE - Workgroup Plan of Excellence

YTD – Year to Date

---

# ORGANIZATIONAL PROFILE

---



**Organizational Profile**

**P.1 Organizational Description**

**P.1a Organizational Environment**

**P.1a (1) Educational Program and Service Offerings**

**Tri County Tech (TCT) inspires high school and adult students to succeed through career and technical education opportunities, preparing them for college, a career, and a better life.** TCT is a local and state supported public school with a rich history dating back to 1967 as the first technology center in the state of Oklahoma. TCT was created by the Oklahoma State Legislature following a vote of the people. At that time, Tri County Tech was known as Tri County Area Vocational Technical School District #1. By pooling the resources of separate public school districts, the combined districts were able to provide specialized education opportunities that any single district could not conceive or fund. TCT is one of those combined districts that primarily serves the residents of Nowata, Osage, and Washington counties. Moving forward to 2017, TCT now is one of 29 public Technology Centers in the Oklahoma Career and Technical Education system. The heart of TCT is our vision, “inspiring success through life changing learning experiences.” Our Mission, “Provide Superior Training,” focuses our efforts on providing quality education opportunities. The mascot for TCT is “Blaze” the Bison, and we are known as the “Trailblazers.” Our mascot pays tribute to the Native American heritage of the communities we serve while the name Trailblazers characterizes the innovative pioneering spirit of our organization. Our tagline, “Enrich Your Life,” represents the student focus of our education service offerings. TCT uses the Baldrige Framework as the basis for continuous improvement and systematic design of our organization. Using the Framework, TCT has experienced world class indicators of excellence including:

- State and National Benchmark Leadership for Student Learning Performance Measures for Overall Student Completion/Retention and Student Positive Placement after Graduation.
- Top 100 Best Workplaces named by *Fortune Magazine*.
- Exceptional financial stability in a time of uncertain state education funding, with TCT refusing to accept federal funds, increasing fund balance, and increasing locally controllable revenue allowed us to better serve students while increasing our bottom line (Figures 7.5-3 and 7.5-4).
- Innovative Performance Pay system focused on mission-driven Key Performance Measures, Workgroup Action Plans, and Individual Action Plans, a practice unheard of in public education.
- Vision-dedicated workforce with 100% contributing to the TCT Foundation, which increased its financial support of students by 285% over a four-year period (Figures 7.4-12 and 7.4-13)
- Groundbreaking application of VOC through implementation of Net Promoter Score (NPS). NPS measures the loyalty that exists between TCT and a student or other customer and is a metric rarely used in public schools (Figures 7.2-8 and 7.2-11)

These outstanding results are achieved through the delivery of key educational programs and services. Our key educational high school and adult program offerings are

approved by the Oklahoma Department of Career and Technology Education (Figure P.1-1). Many of TCT’s students come from generational rural poverty and are seeking a better life through education. Approximately 60% of TCT’s high school students who self-disclosed qualify for free and reduced lunch. We provide education through unique high school programs that prepare high school students for continuing education. For example, Pre-Engineering, Medicine and Biosciences, Pre-Nursing, and Networking prepare students for continuing education with over 90% of their graduates continuing their education after completion of their TCT program. Our adult programs provide certificates that help prepare students for career opportunities with excellent starting wages. The four adult programs with the highest enrollment are Practical Nursing, Dental Hygiene, Applied Welding Technology, and Machine Tool Technology. Our adult programs also are reasonably priced with our wage growth exceeding both regional and national data. Our most expensive adult program is Practical Nursing with a cost of \$4,500, which includes the cost of all books, certification testing, and background checks. Other customers are served through Community Education, Event Services, and The Strategy Center (TSC). The goal of these other education services is revenue generation and community outreach.

**Figure P.1-1 Education Program and Service Offerings**

| Education Service Offering   | Relative Importance (Enrollment)                                 | Delivery Mechanisms   |
|--|--|---|
| <b>IIS Programs Including:</b><br>-Pre-Engineering<br>-Med & Bioscience<br>-Pre-Nursing<br>-Networking | 79%<br>11% of total<br>7% of total<br>7% of total<br>7% of total | Faculty delivers instruction to students who attend class through the day.              |
| <b>Adult Programs Including:</b><br>-Practical Nursing<br>-Dental Hygiene<br>-Welding<br>-Machine Tool | 21%<br>7% of total<br>4% of total<br>3% of total<br>2% of total  | Faculty delivers instruction to students who attend class either in the day or evening. |

**P.1a (2) Mission, Vision, and Values**

Our Vision “inspiring success through life changing learning experiences” is the aspiration for the work of our organization. Our Mission, “Provide Superior Training,” is the foundation of our organization. “The Tri County Way” is our culture and is articulated through our Vision, our Values, and our Core Competencies. The Tri County Way is who we are, what we do, and how we do it. Our Core Values are “Who We Are” as an organization. “What We Do” is representative of our Core Competencies. Our Core Competencies are related to our Mission through our Key Performance Measures. Each core competency has corresponding Key Performance Measures (KPMs). TCT has 14 KPMs which, along with our 4 Major Initiatives, form our Operational Plan. KPMs are TCT’s key success drivers. The Operational Plan is the measure for the attainment of our Mission. The final component “How We Do It” is our culture which we identify as “The Tri County Way.”(Figure P.1-2)

**P.1a (3) Workforce Profile**

At the beginning of FY17, TCT has a total of 90 workforce members (Figure P.1-3). Our Senior Leadership Team (SLT)

consists of six members including our Superintendent/Chief Executive Officer (CEO). Each workgroup is led by a director empowered with the freedom to innovate as well as make day-to-day decisions. We use contract labor for adjunct community education faculty, The Strategy Center faculty, substitute faculty, and custodial services. Key drivers that engage our workforce include: feeling a sense of pride as a result of the opportunity to make a difference in students' lives, wanting to work at TCT for a long time, and our family feeling (Figures 7.3-19, 7.3-20, 7.3-21, and 7.3-22). Annually we conduct an Employee Satisfaction survey administered by the Great Place to Work Institute (GPTW) that quantifies our engagement factors compared to other organizations.

High School program faculty have an organized bargaining unit called the TCT Teachers' Association. The Teachers' Association has chosen not to negotiate for the past ten years. Faculty have chosen not to negotiate due to their faith in the SLT to provide equitable salary, benefits, and contract terms without the need for negotiation. Each FY the Association submits a letter to the Board of Education indicating that they do not want to negotiate. Faculty electing not to negotiate is an extraordinary occurrence unrivaled in public education.



**P.1a (4) Assets**

TCT takes pride in our facilities, innovative equipment, and technology. Nearly 270,000 feet of interior space is distributed through nine individual structures. Instructional program areas are supplied with the space, materials, and equipment required for each particular career major program. Key educational program equipment includes: video conferencing equipment, patient simulator, virtual welder trainer, virtual paint trainer, digital panoramic x-ray system, plasma cutter, multi-axis cutting and welding center, Xerox work center, 3d printers, CNC lathes, sewer pipe camera, fitness facility equipment, auto collision repair paint booth, video creation equipment, media scapes, and 600 pc and mac computers, to name a few. Assets are shared across educational service offerings which increases efficiency. Program equipment improvements are reviewed as part of the Program Plan of Excellence process discussed in 3.1a (1).

**P.1a (5) Regulatory Requirements**

TCT is highly regulated and governed by local, state, and federal agencies. TCT follows rules and regulations established by the Oklahoma State Board of Education (OK

SDE) and the Oklahoma State Board of Career and Technology Education (ODCTE). At the district level, policies established by the TCT Board of Education (BOE) are equal to legislative decisions if those policies are not in conflict with state statute or regulation. Mandatory regulatory agency requirements are highlighted in Figure P.1-4. In addition, TCT is accredited to teach for the Veterans Administration, Vocational Rehabilitation, Bureau of Indian Affairs, and Workforce Oklahoma. Supporting services for operations require specialized certifications to perform functions of their job. Other key regulatory requirements contained in operations include: Oklahoma Department of Labor, Department of Environmental Quality, EPA, Oklahoma Corporation Commission, Oklahoma Department of Transportation, Fire Marshall, Fair Labor Standards Act, EEOC, Oklahoma Department of Health, Health Insurance Portability and Accountability Act, Oklahoma Department of Human Services, ADA, Individuals with Disabilities Act, FMLA, IRS, Workers Compensation, and the Occupational Safety and Health Administration.

**Figure P.1-3 Workforce Profile**

| Educator Segments        | Number of Personnel | Percent of Total Personnel | Education Requirements |
|--------------------------|---------------------|----------------------------|------------------------|
| Operations               | 25                  | 26%                        | Associates +           |
| Child Development Center | 13                  | 15%                        | HS Diploma +           |
| Student Services         | 10                  | 14%                        | Associates +           |
| Faculty                  | 29                  | 33%                        | Bachelors+             |
| HR / Marketing           | 8                   | 6%                         | Bachelors+             |
| The Strategy Center      | 5                   | 6%                         | Associates +           |
| Total                    | 90                  |                            |                        |

**P.1bc Organizational Relationships**

**P.1b (1) Organizational Structure**

Tri County Technology Center is a political subdivision known as a Technology Center of the State of Oklahoma that was created by legislation passed by the Legislature of the state under authority of Article XIII of the Oklahoma Constitution. The local governing board is a five-member elected Board of Education (BOE). Each board member represents a geographic district zone. The board members serve five-year terms and are required by the Oklahoma Schools Board Association to participate in continuing education to remain eligible to serve on the BOE. The Superintendent is the Chief Executive Officer (CEO) of the organization and is hired by the TCT Board of Education. The Chief Quality Officer (CQO), Chief Instructional Officer (CIO), President of The Strategy Center, Chief of Staff, and Chief Financial Officer (CFO) are TCT's Senior Leadership Team (SLT) and report directly to the Superintendent. The Leadership Team (LT) for TCT includes 17 workforce classified as directors.

**P.1b (2) Students, Other Customers, and Stakeholders**

TCT has customer segments corresponding to each of our instructional programs and other customer segments. Our key student groups are high school and adult students. Other customer segments include Community Education, Event Services, and The Strategy Center. Stakeholders were redefined during FY14 Strategic Planning and now refer to anyone who is invested in the welfare and success of TCT and our students. Figure P.1-5 illustrates TCT's key requirements and

expectations of our educational programs and services along with differences in these requirements among market segments, students, other customers, and stakeholder groups.

**Figure P.1-4 Mandatory Regulatory Requirements**

| Education Service Offering       | Agency | Process  | Goal                 |
|----------------------------------|--------|--|----------------------|
| All Education Services Offerings | ODCTE  | 3 Day accreditation site visit every 5 years with ongoing annual data submission | Accreditation        |
| High School Programs             | OK SDE | Accreditation site visit   | Annual Accreditation |
| Cosmetology Program              | OSBC   | Annual unannounced visits throughout the year and exams at completion            | State License        |
| Dental Hygiene Program           | ADA    | 2-day site visit every 5 years with data submission prior to site visit          | Accreditation        |
| Practical Nursing Program        | ACEN   | Yearly report submission and scheduled site visits every 8 years                 | Accreditation        |
|                                  | OBN    | Site visit every 5 years with and ongoing annual data submission                 | State License        |

**P.1b (3) Suppliers and Partners**

TCT recognizes the quality of our education service offerings is contingent upon our relationship with suppliers, partners, and collaborators. TCT’s key partners are our partner high schools and organizations that refer students for educational programs. These partners are also our key suppliers – supplying us with students to teach. Tri County is a choice for students, and our supplier relationship with our partners is essential. Additional suppliers are vendors that we use to deliver our educational services. Vendor requirements are regulated by TCT BOE Policies, Oklahoma state law, ODCTE Guidelines, and Oklahoma SDE Policies. Collaborators are those organizations who support TCT intermittently (Figures P.1-6 and Figure P.1-7).

**Figure P.1-6 Key Partners and Collaborators**

| Type of Key Partners or Collaborators | Category     | Two-Way Communication Mechanisms                                     | Role in Innovation   |
|---------------------------------------|--------------|--|--|
| Partner schools                       | Partner      | Partner principal and counselor meetings, and surveys                | Bus Transportation Agreement – Transport more economically |
| Business & industry                   | Collaborator | Employer Feedback, Advisory Committee input, Faculty Update Training | PBDC – Collaboration with The Osage Nation                 |
| Community citizens                    | Collaborator | CE Course Satisfaction, BOE Open Meeting                             | Rebranding of TCT & Community Education                    |

**Figure P.1-5 Key Requirements and Expectations**

| Key Student and Stakeholder Groups | Key Requirements and Expectations | Key Measure                                | Results |
|------------------------------------|-----------------------------------|--|---------|
| High School and Adult Students     | Engaging instruction              | Completion / Retention %                   | 7.1-1   |
|                                    | Post-graduate success             | Placement %                                | 7.1-5   |
|                                    | Marketable skills for career      | Adult Average Wage                         | 7.1-9   |
|                                    | Academic preparation for college  | High School Continuing Education           | 7.1-10  |
| TCT Workforce - Stakeholder        | Great Place to Work               | “Great Place to Work” question             | 7.3-18  |
|                                    | Valued Member                     | Benefits Satisfaction                      | 7.3-9   |
|                                    | Opportunities for growth          | GPTW question for “Training & Development” | 7.3-23  |
|                                    | Job satisfaction/security         | Employee Retention %                       | 7.4-18  |
| Communities – Stakeholder          | Organizational commitment         | GPTW question for “community contribution” | 7.4-14  |
|                                    | Educator contribution             | Community Service                          | 7.4-18  |
|                                    | Business Support                  | The Strategy Center Customers              | 7.5-11  |
|                                    | Employable graduates              | Placement %                                | 7.1-5   |

**P.2 Organizational Situation**

**P.2a Competitive Environment**

**P.2a (1) Competitive Position**

TCT’s competitive position includes being the only public Career and Technology Center in our three-county service area. For high school students TCT is a choice. Our courses count as elective credits towards high school graduation. High school students have many elective courses to select from at their home high school. For adult programs the competition is more limited. Adult students could drive 40 miles to Tulsa and have access to the equivalent of TCT’s adult program offerings at private career technical schools. The only local private career tech school in our service area is Bartlesville Beauty College. Private for-profit career schools are not state or locally funded and are typically significantly more expensive than TCT. For example, our most expensive adult program is Practical Nursing at \$4,500. The same Practical Nursing Program at a private career tech center in Tulsa is \$36,000. The type of competitor for TCT’s educational service offerings are highlighted in Figure P.2-1.

**Figure P.2-1 – Service Offering and Competitor Type**

| Educational Service Offering | Type of Competitor               |
|------------------------------|----------------------------------|
| High School Programs         | Partner high school electives    |
| Adult Programs               | Private career technical schools |



**P.2a (2) Competitiveness Changes**

Providing opportunities for continuous improvement is a TCT hallmark. As key changes affecting our competitive situation occur, opportunities for innovation and collaboration are created. Opportunities that are in response to competitive changes are outlined in TCT’s long-range plan Vision 2020. This 16-page document details our bold vision for the future. Highlights of changes that will create opportunities are included in Figure P.2-2.

**Figure P.2-2 Changes that Create Opportunity**

| Core Competencies                     | Changes that Create Opportunity                          |
|---------------------------------------|--|
| Instructional and Learning Excellence | Maintaining and Earning National Program Certifications  |
| Fiscal and Operational Effectiveness  | Maintain 19,000 enrollments                              |
| Economic and Community Development    | Grow TCTF to \$5 million                                 |
| Employee Development and Well-Being   | Become a Top 25 Great Place to Work in the United States |

**P.2a (3) Comparative Data**

TCT uses comparative and competitive data as part of our continuous improvement efforts. A common limitation of our comparative data is that to maintain good stewardship of our resources, we often use free comparative data sources that are available publicly. Figure P.2-3 illustrates our key sources of comparative data, inside or outside the education sector designation, state or national source, and key limitations.

**Figure P.2-3 Key Sources of Comparative Data**

| Data Source                   | Sector / Scope   | Key Limitations                 |
|-------------------------------|------------------|---------------------------------|
| ODCTE                         | Inside/State     | Self-Reported                   |
| Perkins Report to US Congress | Inside/National  | State level data non-exact      |
| NCES                          | Inside/National  | None                            |
| Bureau of Labor Statistics    | Outside/National | Segmentation                    |
| TCTW - SREB                   | Inside/National  | Limited Benchmarking            |
| GPTW                          | Outside/National | Fee-based Benchmarking          |
| Rate my Professor             | Inside/National  | Limited to Topical Comparisons  |
| IPEDS                         | Inside/National  | Potential Formula Discrepancies |
| Foundation Center             | Outside/National | Not Comprehensive               |
| CCW                           | Inside/National  | Not Comprehensive               |
| AACC                          | Inside/National  | Limited General Comparison      |

**P.2b Strategic Context**

Our key strategic advantages highlight our core competencies and support accomplishment of our vision. Key strategic challenges correlate with our Vision 2020 Goals and have been identified through our Strategic Planning Process (SPP). Figure P.2-4, on the following page, illustrates our key strategic challenges and advantages in the areas of educational

programs and services, operations, societal responsibilities, and workforce.

**Figure P.1-7 Key Suppliers**

| Key Supplier                                   | Two-Way Communication Mechanisms   | Innovation   | Supply Chain Requirements  | Results |
|--|--|--|--|---------|
| Partner schools                                | HS Student Recruiter, partner school meetings, and surveys   | Created a new bell schedule starting in FY18                               | Student transportation, access to student attendance and discipline records                                  | 7.1-23  |
| Electricity via AEP/PSO                        | Annual luncheon, Representative assigned to our account  | Peak Performers Program  | Reliable service at a reasonable cost  | 7.1-23  |
| Natural Gas via Constellation                  | Account Manager listens and monitors natural gas market, annual Partner Conference   | Initiated normalized cost averaging that aligns with budget                | Competitive rates for natural gas consumptions, proper nomination for natural gas allocation                 | 7.1-23  |
| Cleaning Services Spencer Management           | Local provider attends weekly Logistics Team meetings  | Saved thousands on cleaning supplies                                       | Meet or exceed Request for Pricing (RFP) requirements, and lowest bid,                                       | 7.1-23  |
| Computer and Software Suppliers                | Telephone and email communication  | Maintain up to date Program Software through POE                           | Academic pricing or lowest pricing negotiated pricing  | 7.1-23  |
| Active Learning Classroom Spaces via Steelcase | Listened through personalized tours of Steelcase Headquarters (Dallas, TX & Grand Rapids, MI) numerous face-to-face meetings with Leadership and Faculty | TCT is the only OK CareerTech that has Steelcase’s active learning centers | Approved by OU Institutional Furniture Contract Simplified and improve the process for purchasing furniture. | 7.1-23  |

**P.2c Performance Improvement System**

Since 2005, TCT has utilized the Baldrige Excellence Framework as the basis for performance improvement. The key elements of our performance improvement system incorporate a fact-based, measurement-driven system focused on long-term Vision 2020 objectives with shorter-term annual Operational Plan Key Performance Measures (KPMs). By reviewing results analysis, TCT establishes annual Operational Plan Key Performance Measure goals using top performer benchmarks from state, national, and our own performance metrics. KPMs are aligned by Core Competency and Senior Leader.

**Figure P.2-4 – Key Strategic Challenges and Advantages**

| Area                            | Gore Competency                             | Key Strategic Challenges   | Key Strategic Advantages   |
|---------------------------------|---|--|--|
| Education Programs and Services | CC1 - Instructional and Learning Excellence | SC1 – Deliver Beneficial and Relevant Instruction                | SA1 - Superior Student Learning Results                              |
|                                 |   |  | SA2 - Innovative Program Offerings                                   |
| Operational                     | CC2 - Fiscal and Operational Effectiveness  | SC2 – Proactively Prepare for State Education Funding Reductions | SA3 - Free from Federal Funding                                      |
|                                 |   |  | SA4 - NIMS Certified for Safety and Security                         |
| Societal Responsibilities       | CC3 - Economic and Community Development    | SC3 – Address Resource Gap for Students and Other Customers      | SA5 - Pawhuska Business Development Center                           |
|                                 |   |  | SA6 – TCT Foundation Funding for Student Assistance and Scholarships |
| Workforce                       | CC4 - Employee Development and Well-Being   | SC4 – Increase Workforce Satisfaction                            | SA7 – Great Small/Medium Place to Work in the United States          |

Our processes for evaluation of key organizational projects and processes are based on the PDSA Cycle: Plan, Do, Study, Act. The implementation of PDSA is enhanced by using performance improvement tools from Lean Six Sigma (LSS). LSS is a combination of two world-class approaches to organizational performance improvement. The LSS tools are used throughout PDSA to remove non-value added time and activity from our processes as well as to reduce inefficiencies. This repeatable PDSA system includes a Senior Leadership Team (SLT) process owner who determines the requirements and defines each process to be improved. The Office of Quality (OOQ) provides data analysis and tools to support the identification of root causes for improvement opportunities. Data analysis is conducted using visual graphing, charting, and spreadsheets that illustrate performance results, trends, and comparisons.

The “Do” is when a new and improved process is put into place. Organizational learning, including opportunities for innovation, occur when new solutions or processes are developed and deployed in response to opportunities for improvement. “Do” is also when innovations are implemented. The “Study” includes sustaining efforts, including employee training, that will monitor and sustain improvements. TCT has identified 50 major processes, aligned with the Baldrige Framework, that are reviewed for improvements as specified in our Process Improvement Matrix. Strategy Implementation, Workgroup Action Plans (WAP), and Individual Action Plans (IAP) are created as described in 2.2. We determine customer requirements using our Voice of the Customer (VOC) processes discussed in 3.1. If new measures are required, we use the Measurement System Analysis described in 4.1a. The SLT reviews organizational performance using the processes

described in 4.1. When the improvements impact workforce environment capacity and capabilities, workforce is developed as detailed in 5.1. When major improvements are needed, we create Process Improvement Teams (PIT) that use our Process Design and Improvement Process discussed in 6.1. The PITs are created during the July Leadership Team Strategic Planning Retreat and when major midcourse process adjustments are required. Key cycles of improvement are highlighted in Figure P.2-5.

Throughout this application icons are utilized to highlight our cycles of organizational learning and innovation indicating a breakthrough change.

**Figure P.2-5 - TCT Key Cycles of Improvement**

| FY | Key Improvements Made                    | Leadership | SPP | Customers | M and A | Workforce | Operations |
|----|--|------------|-----|-----------|---------|-----------|------------|
| 13 | Crisis Mgmt. Plan Created                |            |     | X         |         | X         | X          |
|    | Pawhuska BDC Realized                    |            |     | X         |         |           |            |
|    | Master Calendar Implemented              |            | X   |           |         | X         | X          |
|    | Fitness Facility Opened                  |            |     |           |         | X         |            |
| 14 | GPTW Assessment Begun                    |            | X   |           | X       | X         |            |
|    | Customer Service Standards Developed     | X          |     |           |         | X         |            |
|    | BOE Self-Evaluation Begun                | X          |     |           | X       |           |            |
|    | Elimination of Federal Funding           | X          | X   | X         |         |           |            |
| 15 | Google Drive File Sharing                | X          |     |           | X       | X         |            |
|    | Purchasing Card Implemented              |            |     |           |         |           | X          |
|    | Flex Programs Implemented                | X          |     | X         |         |           |            |
|    | TCT University Implemented               |            |     |           | X       | X         |            |
| 16 | Get Feedback Launched                    |            |     | X         | X       |           |            |
|    | Office of Quality Implemented            | X          | X   |           | X       |           |            |
|    | KPM Dashboard Created                    | X          | X   |           | X       |           |            |
|    | Comprehensive HRIS Begun                 | X          |     |           | X       | X         |            |
| 17 | WG POE Implemented                       | X          | X   | X         | X       | X         | X          |
|    | LCR Major Initiative Established         | X          | X   |           | X       |           | X          |
|    | Internal Educator Facebook Page Launched | X          |     |           |         | X         |            |

---

RESPONSES  
ADDRESSING ALL  
CRITERIA ITEMS

---

**1 Leadership**

**1.1 Senior Leadership**

**1.1a Vision and Values**

**1.1a (1) Setting Vision and Values**

TCT's six Senior Leaders (SLT) set our organization's vision and values; and deploy our Vision and Values using the Leadership System detailed in Figure 1.1-1. The Leadership System includes seven interconnected steps aligned with the Baldrige Framework as indicated. The heart of the Leadership System, Step 1, reflects our student focus along with our Mission, Vision, and Values. Step 2 in the Leadership System focuses on balancing student and stakeholder requirements. The SLT deploys the vision and values to workforce, suppliers, partners, students, other customers, and stakeholders as aligned through their appropriate Core Competency and Workgroup Leadership Responsibilities, Step 3. One key deployment method used by SLT is TCT's monthly Superintendent's Forum. Each Forum occurs after the Board of Education meeting. To prepare for the Forum, each SLT prepares a presentation detailing the progress made toward organizational KPMs and the Major Initiatives under the SLT's designated Core Competency (Figure 1.1-2). In addition, SLT presents work anniversary recognition, Bright Idea Awards, and White Bison recognition. As visionary leaders, SLT makes a point of sharing successes, as well as missteps and OFIs. This sharing builds trust, transparency, and accountability throughout TCT.

Step 3 of the Leadership System is to develop strategy, aligned with work systems and Core Competencies which is more fully described in the Strategic Planning Process (Figure 2.1-1). Each Senior Leader directs the development a Core Competency (CC). Core Competencies are our greatest area of expertise and have a sequence of significance. Our first priority, Instructional and Learning Excellence (CC1) is central in fulfilling our Mission and Vision. Fiscal and Operational Effectiveness (CC2) involves the efficient, ethical, and fiscally responsible management of resources. Fiscal and Operational Effectiveness is essential to support Instructional and Learning Excellence. Economic and Community Development (CC3) fosters partnerships, strengthens involvement in our key communities, and stimulates the economic vitality of our communities through the creation of a talented workforce. Employee Development and Well-Being (CC4) is foundational for all the Core Competencies creating an environment with an exceptional team of professionals that are highly engaged in achieving success for students.

The Operational Plan (OP) is aligned with Workgroup Action Plans (WAP), which are aligned with Individual Action Plans (IAP). Our KPMs, WAPs, and IAPs are catalysts for accountability for results. This alignment led by SLT propels our work by putting the OP into action. SLT formally meets as a team two times per month to monitor OP deployment, implementation, and action plans. To create cycles of learning throughout the leadership system, SLT meets with the Leadership Team (LT) monthly to listen, learn, and share any SLT actions. Reward and Recognition is Step 6 of the Leadership System. SLT actively reward, recognize, and deploy results with stakeholders, students, and the workforce. Reward and recognition is monetary, as well as recognition

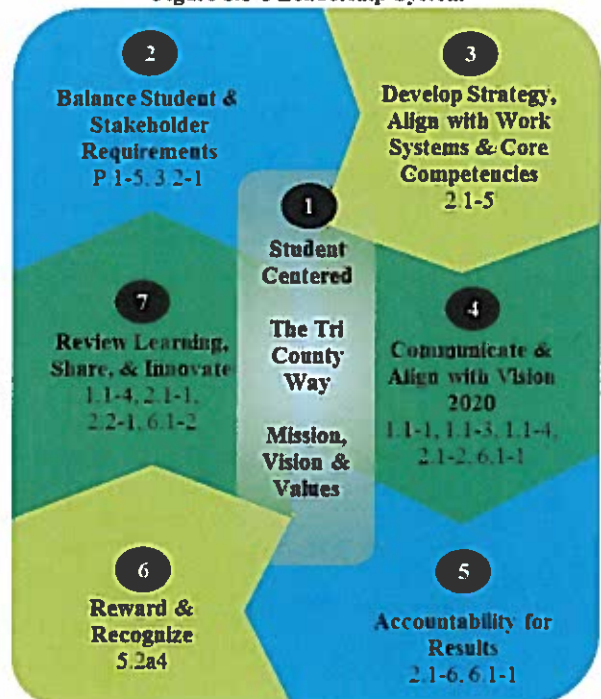
through Superintendent's Forum, Friday Announcements, participation in workforce activities, and writing personal notes. The Leadership System has gone through cycles of learning including in FY16; LT meetings were reorganized to focus on the Baldrige Framework and WAP progress results. An agenda item for LT meetings includes each director sharing their WAP progress including any WAP measures that are not on track. LT, in turn, meets with their respective workgroups to deploy learnings, listen, learn, and to share, Step 7. In addition, the small size of our organization allows frequent face-to-face interaction opportunities, which enhance our ability to make mid-course corrections rapidly.

SLT reflect a commitment to our four Values by serving as role models through their personal actions (Figure 7.4-7). All SLT model our four values during meetings, communications, and all interactions with students, faculty, staff, and the community at large. They set the example for integrity, professionalism, and accountability. Leaders throughout the organization support Vision 2020 and the OP which they helped to develop. Commitment to continuous improvement and performance excellence are emphasized and reinforced by performance reviews and the internal job selection processes. Performance Appraisals (PA) related to TCT's values are performed semi-annually.

**1.1a (2) Promoting Legal and Ethical Behavior**

SLT's actions demonstrate their commitment to legal and ethical behavior through role model behavior, exhibiting transparency in decision making, ensuring integrity in financial matters, and upholding Oklahoma SDE and BOE Policies (Figure 7.4-10). The core of our Leadership System is "The Tri County Way", Step 1. "The Tri County Way" is integral to SLT demonstrating and promoting legal and ethical conduct. Approaches are systematically and fully deployed through our Code of Conduct, Loyalty Oath Pledge, Internet

**Figure 1.1-1 Leadership System**





**Figure 1.1-2 Senior Leadership Team Roles**

| SL Responsible                                     | Workgroup Leadership Responsibility | Core Competency                       |
|--|-------------------------------------|---------------------------------------|
| Chief Instructional Officer                        | Student Services                    | Instructional and Learning Excellence |
|  | Faculty                             |                                       |
| Chief of Staff                                     | Human Resources                     | Employee Development and Well-Being   |
|  | Marketing                           |                                       |
|  | Child Development Center            |                                       |
| President of The Strategy Center                   | The Strategy Center                 | Economic and Community Development    |
|  | Foundation                          |                                       |
| Chief Financial Officer and Director of Operations | Physical Plant                      | Fiscal and Operational Effectiveness  |
|  | Technology Services                 |                                       |
|  | Business Office                     |                                       |
|  | Culinary, Hospitality, & Events     |                                       |
| Chief Quality Officer                              | Office of Quality                   | All                                   |
| CEO/Superintendent                                 | All                                 | All                                   |

Access Agreement, and Consent to Drug Test. Prior to employment, SLT have a full FBI background check. In addition, to prevent the potential of receiving financial gain from student work projects, SLT is prohibited from using labor performed by students in shops or laboratories. SLT actions are transparent and shared utilizing electronic file sharing platforms. Using Google Drive, SLT meeting agendas and meeting notes, financial budget, and performance dashboard documents are openly shared among our workforce.

Our SLT promotes an organizational culture that requires legal and ethical behaviors (Figure 7.4-10). Specifically, SLT provide oversight for requiring that Oklahoma SDE Policies and BOE Policies be followed. The policies outline expectations and consequences for employees and students including alcohol and drug use, tobacco use, attendance requirements, dress code, and weapon possession. SLT verifies that policies are reviewed annually by our BOE. Figure 1.2-4 highlights TCT's Ethical Processes and Measures.

In FY14, an improvement was made by requiring the annual signing of the Code of Ethics. Prior to FY14, the Code was signed during the new employee onboarding process. Signing the Code annually reinforces the importance of demonstrating an ongoing commitment to legal and ethical behavior. The Code of Ethics document now includes TCT's Vision, and Core Values that guide employee decision making. Additionally, the Code of Ethics includes seven behavioral questions that promote legal and ethical behavior: Is it legal? Does it violate our policy or procedures? Does it violate our core values? Would you want to see this decision in tomorrow's local or national headlines? How would you feel after you execute this decision? Would you want your family to know? Would you want this decision levied on you or a family member? Integrity in financial matters is demonstrated by following the School Laws of Oklahoma, Oklahoma Department of Career and Technical Education (ODCTE) Regulations, and by following generally accepted accounting practices.

**1.1b. Communication**

Using 10 key methods, SLT has a systematic process for communicating with and engaging the workforce, students, and other key customers (Figures 1.1-3 and 7.4.1). The Chief of Staff and Director of Marketing is the SLT process owner for communication. When information needs to be shared, SLT first determines who the audience is for the message. Then SLT determines the most appropriate communication method, often using multiple methods, systematically repeating the same message. The appropriate message is then developed and deployed. After deployment, SLT evaluates the message for effectiveness through observed changes in behavior or other feedback. SLT communicates with and engages the entire workforce during Superintendent's Forums, Internal Educator Facebook Page, employee celebrations, workgroup meetings, professional development activities, as well as formal and informal one-on-one conversations. In addition, adjunct faculty are introduced to SLT as part of their orientation process, and a member of SLT is directly responsible for adjunct faculty. During a FY15 cycle of learning, SLT added their mobile number to their office phone voicemail and business cards. This improvement recognized that the workforce, students, and other key customers expect direct access to SLT using modern-day communication media.

**Figure 1.1-3 Senior Leaders' Key Communication Processes**

| Method                                  | Purpose  | Target Audience  | Deployment |
|---|--|--|------------|
| Cloud Sharing through Google            | Motivating Workforce   | TCT Workforce  | Two-Way    |
|   | Communicate Key Decisions  |  |            |
| Employee Celebrations                   | Motivating Workforce   | TCT Workforce, Families, and Adjunct Faculty                       | Two-Way    |
|   | Reward and Recognition Program   |  |            |
| Individual Workgroup Meetings           | Reinforce High Performance   | TCT Workforce  | Two-Way    |
|   | Communicate Key Decisions  |  |            |
| KPM Report Dashboard                    | Motivating Workforce   | TCT Workforce, Adjunct Faculty, Students, Other Customers, and BOE | Two-Way    |
|   | Reinforce High Performance   |  |            |
|   | Communicate Key Decisions  |  |            |
| Leadership Team Meetings                | Reinforce High Performance   | Leadership Team and Committee Chairs                               | Two-Way    |
|   | Motivating Workforce   |  |            |
|   | Communicate Key Decisions  |  |            |
|   | Analysis and Review of WAP and KPM performance to take improvement actions |  |            |
| Performance Appraisals                  | Reinforce High Performance   | TCT Workforce  | Two-Way    |
|   | Motivating Workforce   |  |            |
|   | Communicate Key Decisions  |  |            |
| Superintendent Forum                    | Reward and Recognition Program   | TCT Workforce, Adjunct Faculty, and BOE                            | Two-Way    |
|   | Reinforce High Performance   |  |            |
|   | Motivating Workforce   |  |            |
| Surveys                                 | Communicate Key Decisions  | Workforce, Students, and Other Customers                           | Two-Way    |
|   | Reward and Recognition Program   |  |            |
| TCT Committee Meetings                  | Reinforce High Performance   | TCT Workforce  | Two-Way    |
|   | Motivating Workforce   |  |            |
|   | Communicate Key Decisions  |  |            |
| TCT Facebook, Twitter, and Social Media | Reward and Recognition Program   | Workforce, Suppliers, Partners, Students, and Other Stakeholders   | Two-Way    |
|   | Reinforce High Performance   |  |            |
|   | Communicate Key Decisions  |  |            |



| Figure 1.1-4 Processes Used by SLT to Build a Successful Organization |  |
|---|--|
| Attributes of a Successful Organization                               | Methods & Processes to Promote, Create, or Sustain a Successful Organization                                     |
| Achievement of Mission  | Strategic Planning Process<br>Operational Plan Development<br>Budget Planning Cycle & Staffing Plan              |
| Performance Improvement   | Workgroup Action Plan Development<br>Teacher and Leader Effectiveness Model                                      |
| Performance Leadership  | Individual Action Plan Development<br>SLT-facilitated Leadership Team Retreats                                   |
| Organizational Learning   | Performance Improvement System<br>Monitoring KPM Dashboard<br>Baldrige Professional Development                  |
| Learning for People in the Workforce                                  | Professional Development Plan<br>HRIS Learning System Through Halogen<br>Crisis Management Plan                  |
| Workforce Culture that Fosters Engagement                             | New Employee Recruitment Plan<br>Program Plan of Excellence (Instructional Program Comprehensive Review Process) |
| Innovation and Intelligent Risk Taking                                | Bright Idea Process<br>Technology Plan<br>Master Facilities and Grounds Plan                                     |
| Organizational Agility  | Senior Leadership Team (SLT) Meetings<br>Leadership Team Meetings<br>Superintendent's Forum Meetings led by SLT  |
| Succession Planning   | BOE Approved Succession Plan<br>Advanced Degree Attainment<br>Performance Evaluation System                      |

Methods are created by SLT to communicate key decisions and, when required, the need for organizational change along with reinforcing high performance and a focus on

students and learning. At the Superintendent's Forum, each SLT reviews the status of their Core Competency measures and, when required, the need for change. For example, in FY17 the State of Oklahoma experienced a budget failure resulting in drastic cuts to state agency funding including education. Our CFO and Director of Operations communicates key budgetary decisions required to continue our focus on student learning. Communication is part of TCT's overall Marketing Plan, which is evaluated and updated annually by SLT. The Marketing Plan is presented to the BOE for approval each FY.

An active award and recognition program directed by SLT is in place that has a direct role in motivating the workforce. Step 6 of our Leadership System (Figure 1.1-1) is Reward and Recognition. A key reward program is our Workforce Performance Pay System (Figure 7.3-10). This innovative practice is unheard of in public education and has been presented at national and state conferences as well as the state legislature as a best practice for other education organizations. Monetary incentives are based on performance against criteria established in IAPs, WAPs, and school-wide Operational Plan Goals. SLT determines the percentage of goals achieved for all three categories. Monetary performance incentive percentage potentials are aligned with the employees' classification and are calculated in thirds: IAP performance, WAP performance, and school-wide Operational Plan KPM performance.

### 1.1c Mission and Organizational Performance

#### 1.1c (1) Creating an Environment for Success

Using systematic processes, TCT creates a successful organization through SLT's actions that build an

organization that is successful now and in the future (Figure 1.1-4). Step 2 in the Leadership System focuses on balancing student and stakeholder requirements. Core Competency alignment with measures and sustainability processes assure that our greatest areas of expertise endure. SLT uses TCT's Vision 2020 as vision of future success. Annual Operational Plan completion led by SLT, is the definition for our Mission measured through our Key Performance Measure (KPM) results. As an educational institution, our Workforce Development Process, used to cultivate learning for people in the workforce, is fundamental to TCT's environment (Figure 5.1-1).

To create a workforce culture that delivers a consistently positive experience for students and other customers and that fosters engagement and a family feeling (Figure 7.3-22), beginning in FY14 SLT proactively created customer service standards for all workforce members. These four standards included on each workforce member's Performance Appraisal are: greet customers with a smile; wear name badge on the right side; when thanked reply with "of course," "my pleasure," or "absolutely;" and walk customers to their destination. Through SLT's credibility, an environment is created which is a conduit to innovation and intelligent risk taking. This environment increases achievement of our strategic objectives and encourages organizational agility (Figure 7.3-12). For example, the Bright Idea (BI) process encourages all workforce members to make suggestions for the improvement of processes, cost savings or revenue-generating ideas, and for new and innovative initiatives. Innovation is a collaborative process. The workforce-driven BI Committee reviews all "bright idea" suggestions and makes recommendations for SLT approval. The BIs submitted are aligned with TCT's four core values. After implementation, the ideas are recognized at the monthly Friday Forum.

Succession planning through training and development of future leaders is part of the culture of TCT (7.3-24). Members of SLT discuss succession planning at SLT meetings and identify workforce members who have the credentials and skills for succession. SLT also participates in the identification of their successor. A formal succession plan for each SLT member, including the CEO, is maintained. The succession plan created by SLT is annually reviewed with the Board of Education (BOE). Our Superintendent/CEO meets individually with each educator to learn more about them and their aspirations for the future. Often, these aspirations include the opportunity for advancement within TCT.

#### 1.1c (2) Creating a Focus on Action

Our SLT-driven Vision and Mission are key to a focus on action to achieve our goals (Figures 7.4-16, 7.4-17, and 7.4-18). The mission of TCT, "Provide Superior Training," is measured by the achievement of our annual Operational Plan (OP). When we have achieved all KPMs and Major Initiatives detailed in the OP, then we have achieved our Mission. SLT create a focus on action that improves performance, achieves innovation and intelligent risk taking by balancing focus on achieving our long-term Vision 2020 and our Mission. The CQO is the process owner for our focus on action. During Step 1 of the Leadership System (Figure 1.1-1), stakeholder requirements are balanced (Step 2). SLT then

determines a mission-focused strategy, (Step<sup>3</sup>). The appropriate actions are then developed and deployed, (Step<sup>5</sup>). After deployment, SLT evaluates the actions for effectiveness and communicates results (Figure 1.1-3).

**SLT and LT identify needed actions through accountability-driven IAPs and WAPs.** Each educator's IAP details Core Competency Alignment, Objectives, Performance Measures, and Final Outcomes. The WAP details the impacted Core Competency and KPM, Workgroup Performance Goals and Measures, Strategies, and Final Outcome. **Creating and balancing value is achieved through alignment with Core Competencies, Vision 2020, and our Mission (Figures 7.4-16, 7.4-17, and 7.4-18)).** Balancing value is part of our Strategy Development Process outlined in 2.1a. Each workgroup director is responsible for evaluating the measures and results for their team. For example: Each March the Director of Instruction, along with faculty, analyzes program success data including student performance data, graduate placement, wages, and education status. This analysis is used to refine approaches and develop a WAP to address opportunities for innovation. WAPs are created during Step 3 of the SPP. Action plans include SMART goals containing performance measures and a target completion date. For example in FY16, the faculty identified a gap in college readiness and focused their WAP on college readiness activities and as a result in FY17 Continuing Education improved to over 70% (Figure 7.1-10).

**1.2 Governance and Societal Responsibilities**

**1.2a Organizational Governance**

**1.2a (1) Governance System**

**Figure 1.2-1 Systematic Processes for Ensuring Responsible Governance**

| Key Aspects                              | Processes for Ensuring Responsible Governance                                       |
|--|---|
| Accountability for SLT Actions           | SLT evaluated annually by CEO/Superintendent  |
|  | Minutes Showing BOE SLT Compensation Approval                                       |
|  | CEO/Superintendent and BOE Signed Employment Contracts                              |
|  | BOE Policy on Performance Evaluation  |
| Accountability for Strategic Plans       | Job Descriptions  |
|  | SLT Participation in Strategic Planning Process                                     |
| Fiscal Accountability                    | Minutes Showing BOE Approval of Operational Plan                                    |
|  | Minutes Showing Monitoring of Operational Plan KPMs                                 |
|  | Minutes Showing BOE Approval of Budget  |
|  | Minutes Showing BOE Approval of Monthly Revenue and Expenditures                    |
| Transparency in Operations               | Financial audit results   |
|  | BOE Open Meeting Regulation Compliance  |
|  | BOE Meeting Agendas Posted Outside of Main Building 24 Hours Prior to Meeting       |
|  | BOE Agendas Posted on Website   |
| Selection of BOE and Disclosure Policies | BOE Significant Actions Shared with Educators at Superintendent's Forum             |
|  | Election Process of BOE Governed by State of Oklahoma                               |
| Independence and Effectiveness of Audits | Disclosure Policies Included in BOE Policy Manual                                   |
|  | BOE Policy Citing Annual External Audit Reqt.'s Audit Results                       |
|  | Minutes Showing BOE Reviewed Audit Results  |
| Protection of Stakeholder Interests      | BOE Open Election Process   |
|  | Open Meeting Law Allowing Stakeholders Voice to be Heard in BOE Meetings            |
| Succession Planning for SLT              | Agenda and Minutes Showing CEO/Superintendent Reviewed SLT Succession Plan with BOE |

**TCT's Governance System is data driven, focused on being responsible stewards of taxpayer resources.** The SLT process owner for the Governance System is our Superintendent/CEO who determines the requirements of each process (Figure 1.2-1). In accordance with State laws, SLT ensures responsible governance through a five-member elected BOE, each serving five-year terms representing their respective geographic zones. Results of BOE actions are deployed to the workforce, students, and stakeholders using multiple communication methods. Our BOE is accountable to the Oklahoma State Department of Education (SDE) and the Oklahoma Department of CareerTech Education (ODCTE).

Board members are also held accountable by the public who elected them to serve. Members of the BOE serve without compensation but are reimbursed for travel expenses. The BOE evaluate and rehire TCT's Superintendent/CEO. The BOE and Superintendent/CEO are legally responsible for regulatory, accreditation compliance, and budgetary and financial results. During the annual cycle of learning, the BOE updates and reviews the entire BOE Policy Manual. The BOE meets monthly in open meetings with the BOE Agenda posted online and outside of our school at least 24 hours prior to each meeting. Any stakeholder, workforce member, students, or parent are welcome to attend the meeting. Significant organizational improvement occurred in FY13<sup>13</sup> when our Board meeting materials were electronically distributed. Prior to FY13 each Board member and SLT would print hundreds of pages of information in preparation for monthly BOE meetings.

**1.2a (2) Performance Evaluation**

**SLT performance is formally evaluated by the Superintendent/CEO twice per FY. In addition, two times per year, the BOE conducts a Performance Appraisal of the Superintendent/CEO.** The Performance Appraisals (PA) are based on accountabilities and behaviors that encompass the overall job performance of the responsibilities of the position. During a cycle of refinement in FY15, <sup>15</sup> the PA was improved to include an assessment of TCT's Customer Service Standards that were developed in FY14. In addition to PA reviews, each SLT has a formal Individual Action Plan (IAP) review conducted twice per FY to determine progress towards measurable outcomes. The IAP is above and beyond job responsibilities and is a factor in SLT's performance incentive potential. The Superintendent/CEO's IAP includes all of the annual Operational Plan Key Performance Measures (KPM). Weekly meetings are conducted with the Superintendent/CEO and each individual SLT to discuss IAP, KPM, Operational Plan progress, and potential corrective actions, if required.

**The BOE is evaluated through a self-evaluation survey and reelection by our citizens at the end of their term.** In a proactive cycle of learning in FY14<sup>14</sup>, each BOE member completed their first hand-written self-evaluation. In FY15, the process was improved by being administered electronically and adapted from the North Dakota School Boards Association. The self-evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. The BOE evaluation includes six major headings with statements describing a variety of related BOE actions. Each BOE Member



scores each action according to how frequently it occurs. **SLT compensation is determined by PA Score, overall school annual Operational Plan KPM results, workgroup WAP completion results, and IAP completion percentage.** ✨

Using performance evaluations to determine executive compensation is not generally practiced in public education. Typically, compensation in public schools is determined by years of service and level of education. Our innovative compensation system has been presented numerous times at state and national conferences including the Association of Career and Technical Education VISION Conference, the Oklahoma CareerTech Superintendents' Conference, and to the Oklahoma State Legislature.

**SLT use PAs to improve their effectiveness as leaders by including a learning component, Professional Development (PD), on their IAP.** This PD component will vary subject to the needs of the individual SLT. For example, one leader may participate in Covey's Five Choices training, while another participates in Lean Six Sigma Certification training. In addition, a spreadsheet is maintained of each SLT's participation in local, state, and national leader development programs to direct potential training opportunities to the appropriate leader (Figure 7.3-23).

### 1.2b Legal and Ethical Behavior

#### 1.2b (1) Legal, Regulatory, and Accreditation Compliance

**SLT anticipates public concerns with future programs, services, and our operations through communication methods.** SLT is responsible for monitoring listening posts including social media, attending community group meetings, and being apprised of legislative actions that could lead to potential adverse impacts or concerns. In the event of a crisis, public concerns are managed using our Crisis Management Plan created through cycles of learning 📚 in FY13. Prior to FY13, we had a Crisis Communication Plan that included broad processes for responding to public concerns. The Crisis Management Plan was improved in compliance with the National Incident Management System (NIMS) that detailed systematic action steps including how to address public concerns. **The plan includes how to address 44 potential adverse societal impacts of our programs and services including: infectious diseases, random acts of violence, bomb threats, gas leaks, hazardous materials spill, etc.** TCT conducts drills to practice with students and staff for three of the most likely potential impacts including tornado, intruder on campus, and fire. SLT makes the intercom announcements for drills and participates in debriefing and reflection after drills. Practicing for these events and closing gaps after each drill allows SLT to address public concerns with confidence that we are prepared.

SLT are also part of the Crisis Management Team and have been certified in NIMS 100, 200, 300, 400, and 700. These certifications include advanced Incident Command System training for leaders in Multi-Agency Coordination Systems. Although not every potential societal impact can be anticipated, the Crisis Management Plan provides a systematic framework to address and manage risks.

**Public concerns with future programs and services and operations are anticipated through our listening posts including BOE meeting and Program Advisory Committee meetings.** BOE meetings adhere to regulations of the

Oklahoma SDE Open Meetings Act. Agendas are physically posted 24 hours prior to each meeting and posted electronically on our web site. An Agenda item on each meeting is "hearing from the public." The public has a formal opportunity to voice concerns regarding programs and operations at each monthly BOE meeting. In addition, educational programs, CE, and TSC, have an Advisory Board which meets at least two times per year. This Advisory Board provides input to potential curriculum improvements, equipment acquisition, and program results. **One resource utilized to prepare proactively for impacts and public concerns including conservation of natural resources and supply chain management is our Physical Plant Workgroup.** Physical Plant provides direction to encourage an eco-friendly environment. They educate, evaluate, and make recommendations to maintain, improve, and suggest new green processes.

TCT is a highly regulated public Career and Technology Education Center (Figures P.1-3). **Compliance processes, measures, and goals are aligned with regulations from the ODCTE, Oklahoma SDE, and other program accreditations.** Annually, a Regional Oklahoma SDE Accreditation Officer visits TCT. Evidence is provided documenting district policies, safety, personnel, bus driver compliance, student handbook, health services, teacher certifications, school calendar, etc. **Regulatory compliance is surpassed through our commitment to voluntary National Program and Organization Accreditations (Figure 1.2-2).** In addition to multiple mandatory compliance processes, TCT submits to regulations of voluntary accreditation agencies that surpass legal requirements. One of our Vision 2020 goals is to have 75% of Career Majors recognized with a National Program Accreditation (Figure 7.4-16). Tri County seeks out regulatory entities engaged in continuous review and quality improvement, which meets nationally endorsed standards. Voluntarily committing to cycles of evaluation, innovation, and improvement are evidence of TCT's commitment to excellence.

**Key compliance processes, measures, and goals for addressing risks associated with our educational programs, services and operations include: internal and external audits, industry certifications granted, and Human Resources processes including consent for drug testing and background check compliance (Figure 1.2-3).** TCT meets all regulations from the Oklahoma State Department of Education annual accreditation visit and the Oklahoma Department of CareerTech Compliance.

#### 1.2b (2) Ethical Behavior

**Ethical behavior is promoted and ensured in all interactions at TCT (Figures 1.2-4 and 7.4.11).** Student expectations for ethical practices are outlined in the Student Handbook, Internet Conduct Agreement, BOE Policies, and individual program and course guidelines. Students not adhering to these expectations are subject to consequences aligned with the infraction. Student disciplinary consequences for ethics violations are documented in TCT's student records system software, Achademix. Ethical practices for our workforce are updated annually and outlined in TCT BOE Policies, Oklahoma state law, and ODCTE Guidelines. TCT's Code of Ethics is in our Board of Education Policy, Section 6 – Page 58, and outlines expected professional conduct by educators including six specific responsibilities, staff-student

**Figure 1.2-2 Voluntary National Program Accreditations**

| Program   | Agency   | Process  | Goal                                 |
|---|--|--|--------------------------------------|
| High School and Adult   | AdvancedEd formerly North Central Association Commission on Accreditation and School Improvement | 3-day site visit every 5 years and ongoing data submission     | Accreditation                        |
| Automotive Service Technology and Automotive Collision Repair | National Automotive Technicians Education Foundation   | Site visit every 5 years                                       | Accreditation                        |
| Precision Machining   | National Institute for Metalworking Skills   | Site visit and data submission every 5 years                   | Accreditation                        |
| Construction Technology and Applied Welding Technology        | National Center for Construction Education and Research  | Audits and student evaluations submitted yearly                | Accreditation                        |
| Medicine and Biosciences and Pre-Engineering                  | Project Lead the Way   | 3-day site visit every 5 years and ongoing data submission     | Accreditation                        |
| Culinary Arts Program   | American Culinary Federation   | 3-day site visit every 5 years and ongoing data submission     | Accreditation                        |
| Early Care and Education Program and Child Development Center | National Council for the Education of Young Children   | Annual progress report submission and site visit every 5 years | Accreditation                        |
| High School Programs  | Tech Centers That Work – Southern Region Education Board   | Site visit every 5 years and ongoing data submission           | Data feedback for strategic planning |
| TCT Organization  | National Incident Management System  | Emergency Plan Submissions and Required Training Modules       | Certification                        |

relationships, exploitation of a student, standards of behavior, exploitation by supervisors of subordinate employees, and fiscal management. Employee consequences for ethical behavior violations are aligned with the infraction. Every workforce member has the duty to abide by this professional conduct policy in all respects. Failure to do so may lead to disciplinary action including dismissal or non-renewal of employment, referral to law enforcement for prosecution, or other action appropriate to the nature, gravity, and effect on students, other workforce members, or school operations.

### 1.2c Societal Responsibilities

#### 1.2c (1) Societal Well-Being

TCT considers societal well-being and benefit as part of our overall strategy aligning with our Value of Investing in the Community and our Core Competency of Economic and Community Development (Figure 7.4-15). TCT has two

**Figure 1.2-3 Key Compliance Processes, Measures, and Goals**

| Compliance Processes                | Process Measurement and Goals  | SET Role                             | Results |
|-------------------------------------|--|--------------------------------------|---------|
| Educational Programs and Services   | OK State Department of Education Compliance, OK Department of CareerTech Education Compliance, and Oklahoma State Department of Health Department Compliance                 | SLT Leads                            | 7.4-9   |
| Internal Audits                     | Irregularities - conducted for Dental Hygiene, Cosmetology, Child Care, Auto Collision Repair, Auto Service Technology, Culinary Arts, Strategy Center, and Student Services | CFO and Director of Operations Leads | 7.4-9   |
| External Audits                     | Audit Exceptions   | CFO and Director of Operations Leads | 7.4-9   |
| Internal Revenue Service Compliance | Number of Violations   | CFO and Director of Operations Leads | 7.4-9   |
| Industry Certification              | Accreditation Organizations Compliance   | SLT Leads                            | 7.4-9   |

**Figure 1.2-4 Ethical Responsibility Processes**

| Process           | Measurement   | SLT Involvement  | Results |
|-------------------|---|------------------|---------|
| BOE Policy Manual | Number of Terminations Due to Ethical Breaches of BOE Policy      | SLT and BOE      | 7.4-11  |
| Budgeting         | Budget published in local newspaper with notice of public hearing | CFO              | 7.4-9   |
| Hiring Process    | Employee Conduct Documentation Signed                             | HR, SLT, and BOE | 7.4-11  |
| External Audit    | Number of Significant Findings                                    | SLT and CFO      | 7.4-9   |
| IRS Audit         | Number of IRS Findings  | SLT and CFO      | 7.4-9   |
| BOE Induction     | Pledge of Ethics Signed and Oath Given                            | BOE              | 7.4-9   |
| Student Ethics    | Student Handbook Signature  | CIO              | 7.4-9   |
|                   | Internet Conduct Agreement  | CIO              | 7.4-9   |
|                   | Program Specific Agreements                                       | CIO              | 7.4-9   |

employee-led standing committees: The Community Relations Committee and Bright Ideas Committee, which have each made a difference in the social, environmental, and economic systems of our key communities. At the Summer LT Retreat, the results of each committee are analyzed to determine if the committee is attaining its objective. Each committee has a charter that outlines its objective. Our Community Relations Committee's focus is aligned with our value of Investing in the Community. Mahatma Gandhi said, "The best way to find yourself is to lose yourself in the service of others." At Tri County, we have found this to be true. Helping others changes the outlook of our workforce and provides a tremendous sense of satisfaction, gratitude, and happiness. There are many ways to serve others in our community.

The Community Relations Committee leads the process for selecting and prioritizing societal well-being efforts. The process has four steps beginning with determining the Top 3 fundraising events and volunteer activities that will be

supported by TCT's workforce. Next, our workforce participates in volunteer work and activities. Each workforce member is expected to perform a minimum of 16 community service hours, which is included in their IAP with 8 of those hours during paid time off. In addition, one of our FY17 Operational Plan KPMs is for 100% of our workforce to attain their community service IAP goals. The third step is for the Community Relations Committee to analyze the results of our community involvement. The last process step is that the committee makes recommendations for improvements that will lead to the selection of future fundraising events and volunteer activities. Through collaboration with Bartlesville Regional United Way and TCT, in FY17 over 300 workforce members and students volunteered for United Way's Day of Caring, making TCT the largest contingent of volunteers from one organization.

**TCT contributes to our economic system by providing education for a skilled workforce and preparation for continuing education. TCT makes every effort to keep students in school so they will become contributing members of society (Figure 7.1-1).** The mission of the TCTF is to support TCT by providing opportunities and assistance that allow our students to be successful in their selected programs of study (Figures 7.1-11, 7.4-12, and 7.4-13). The goal of the TCTF is, "No student should be denied access to education due to their ability to pay." Oklahoma is one of the poorest states in the nation. More than half of Oklahoma counties have an average income at or below the federal poverty level, including the 3 counties in TCT's service area. 💡 TCT created a process through our Student Success Advisors for disadvantaged students to receive financial assistance, including funding for eye exams, gas cards, monies for needed medication and even food, a most basic need that is sometimes not easily obtained. (1.2c. (2)) TCT's workforce believes in our commitment to our key communities including the difference the TCTF makes in the education of our students. The TCTF has a strong commitment from TCT workforce members. In FY17, 100% of TCT workforce contributed to the TCTF (Figures 7.4-12 and 7.4-13). This internal commitment demonstrates the strong belief in the good that is being accomplished by the TCTF.

### **1.2c (2) Community Support**

TCT actively supports and strengthens our key communities. **We serve 12 partner school communities located in 3 counties.** The Strategy Center President is the process owner for the Community Support Process and serves as Advisor to the Community Relations Committee. The Community Relations Committee implements the process for coordinating community-based events including identifying key communities and organizations for organizational involvement. The committee determines the activities and communities that will be supported. After identification, the activities and events are deployed throughout the workforce. In a FY15 cycle of learning 📚, an improvement was made to deployment and staff participation levels by using the internet-based Sign-Up Genius. Prior to FY15, event and activity participation was done using a paper and pencil signup located in the Workforce Lounge. SLT and the Community Relations Committee evaluates the community support activity for effectiveness. One way our value of Investing in the Community is demonstrated is by participating in activities in the communities we serve.

Each SLT has a community service component on their IAP of a minimum of 16 community service hours each FY.

**This focus enables us to leverage our core competency of Economic and Community Development.** In addition, the Community Relations Committee determines the community Christmas parades that TCT will target for participation. Christmas parades are a favorite for our students, parents, workforce and their families but due to scheduling, we simply do not have the capacity to participate in every parade. Each FY the Community Relations Committee analyzes the opportunities for community involvement. Events and campaigns directed by the committee include the TCT United Way fundraising campaign, the United Way Day of Caring, holiday parades, and community events such as football and basketball games, fall festivals, Big Brothers Big Sisters Bowl for Kids' Sake, American Cancer Society's Relay for Life, etc. **SLT in concert with our workforce, contributes and participates in community events (Figure 7.4-15).** Our Chief of Staff and Chief Marketing Officer coordinates SLT involvement to ensure balance of commitments with each key community. Our value of being a Great Place to Work is practiced by fully participating in employee engagement activities. At the end of each school year, the SLT cooks and serves hamburgers, hot dogs, and desserts at an old-fashioned employee picnic. SLT prepares and serves the food at the picnic wearing chef aprons. SLT also participates in ugly sweater contests, chili cook-offs, ice cream socials, holiday events and parties, wedding and baby showers, and memorial services for families of employees.

The Community Relations Committee also organizes food distribution for Program Areas and for holiday food baskets. Many of our students come to school hungry without the means to purchase food. To meet this need, we have adopted an innovative snack food provision process funded by the TCTF 💡. To enable the learning process, each instructional program has a variety of snacks available free of charge to any student, with no questions asked. The committee conducts a student survey to determine what types of snacks the students prefer. After analysis of the results, committee members purchase snack foods and distribute them to Program Areas.

## **2 Strategy**

### **2.1 Strategy Development**

#### **2.1a. Strategy Development Process**

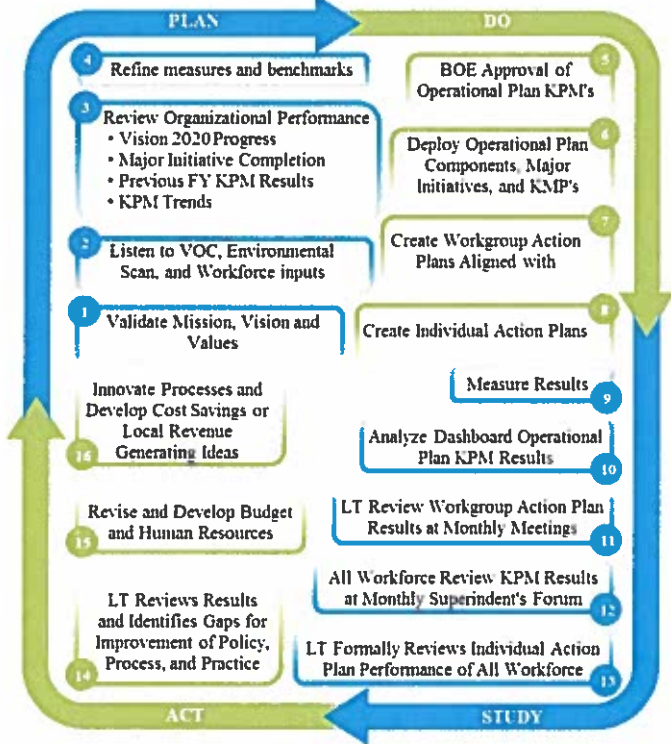
##### **2.1a (1) Strategic Planning Process**

**TCT's systematic Strategic Planning Process (SPP) aligns with our PDSA Performance Improvement System as illustrated in Figure 2.1-1.** Small organizations are not known for doing a lot of planning, but TCT has a detailed system for strategic planning that includes numerous review venues. The SPP Step 1 begins at our July semi-annual LT Retreat. At this two-day retreat held off-campus, LT validates MVV, reviews VOC data inputs, reviews stakeholder feedback, reviews workforce satisfaction and engagement results from Great Place to Work, reviews Internal Workgroup Customer Satisfaction Survey Results, Vision 2020 Progress, Previous Fiscal Year (FY) KPM results and trends, affirms that Major Initiatives identified in February are valid, and reviews benchmark and comparison data. The goal of the Summer LT Retreat is to create the annual Operational Plan (OP) with identifying KPMs,



identify Process Improvement Team (PIT) focus areas, and to create WAP alignment and goals.

Figure 2.1-1 Strategic Planning Process



**Vision 2020 outlines the long-term planning horizon set forth by SLT to guide leadership into the future.** Four major long-term key objectives drive Vision 2020: Instructional and Learning Excellence, Economic and Community Development, Fiscal and Operational Effectiveness, and Employee Development and Well-Being. Each of these long-term objectives align with our four Core Competencies. Each of these four Vision 2020 long-term major goals has in-process time-based, measurable shorter-term goals associated with it. In total, there are 29 individual time-sensitive goals. For example, under Economic and Community Development, the major objective is to grow our Tri County Tech Foundation (TCTF) to 5 million dollars with incremental fundraising milestones of \$500,000 and \$1 million. These in-progress goals are toll gates that assist in making our big goals achievable. The achievement of Vision 2020 will be the ultimate measure of the attainment of our Vision, “Inspiring success through life changing learning experiences.” **Vision 2020 is a 16-page document that was designed to address TCT’s strategic challenges, develop our four Core Competencies, create transformational change, and prioritize our change initiatives. Our Operation Plan aligned with Vision 2020 is our annual short-term planning horizon developed at the summer LT Retreat. Our long-term Vision 2020 is essential, but it can only be achieved if TCT takes the appropriate steps in the short-term. At the Summer LT Retreat led by SLT, new KPMs are established as part of the OP. LT also participates in a February Retreat when data are analyzed in-depth for each core competency and major initiatives are established for the following FY. This timing allows TCT to ensure the identified major initiatives have budget priority for our spring budget cycle.**

**Organization agility and operational flexibility are inherent in the process as LT conduct frequent analyses to create a successful future.** The draft of the OP is approved by the BOE and then deployed at the August State of the School Address. Progress towards the OP is updated on electronic dashboards, at bi-weekly SLT Meetings, monthly LT Meetings, monthly Superintendent’s Forums, workgroup meetings, and quarterly to the BOE. During these reviews, changes can and are made to maintain progress towards goal achievement. In addition, TCT is a small organization with a flat organizational chart which allows for organizational agility and operational flexibility.

**2.1a (2) Innovation**

**TCT’s strategy development process stimulates and incorporates innovation. Key strategic opportunities are identified as opportunities that are aligned with Vision 2020 (Figure 2.1-2).** The Innovation Management Process (Figure 6.1-3) describes how TCT pursues opportunities for innovation. Innovation opportunities are created by SLT, LT, and the workforce. SLT creates opportunities for innovation by targeting educators’ ingenuity when a Major Initiative is in jeopardy. In FY17, the state of Oklahoma had its third consecutive year with a budget shortfall and the second straight revenue failure. A revenue failure is declared when state tax collections fall more than five percent below estimates. As a mid-course initiative, our Superintendent/CEO initiated a call to action and asked educators to innovate and create proposals that TCT would generate immediate local revenue. The LT creates innovation by defining issues critical to quality in their workgroup areas. Using PDSA, workgroup directors have the authority to create cycles of learning that may lead to innovation. Improvements and innovations are documented on the Cycles of Learning Log located in the shared Google Drive. In addition to SLT and LT stimulating innovation, we also **incorporate innovation through the workforce-led Bright Idea (BI) Process (Figure 2.1-3). The BI Process identifies which ideas are intelligent risks for pursuing to improve processes, improve organizational effectiveness, generate revenue, or reduce costs (Figures 2.1-3, 7.1-19, 7.1-20, and 7.1-21).**

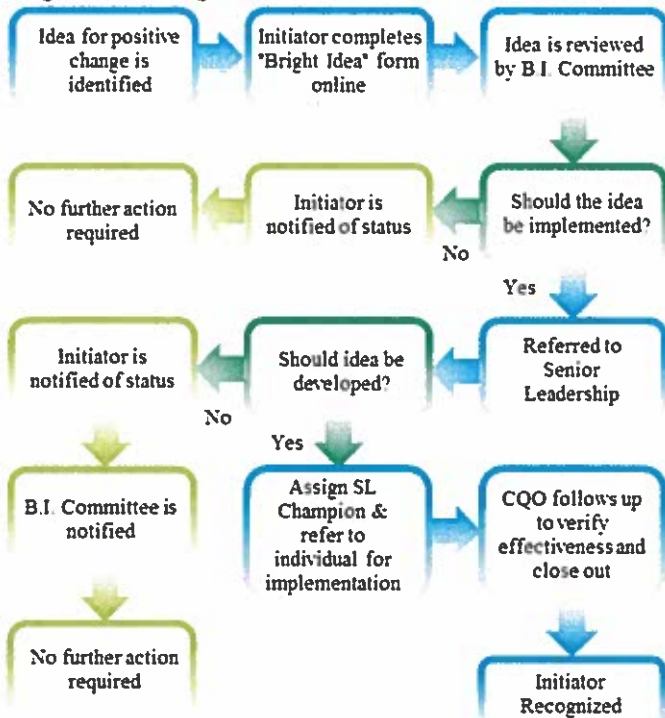
**2.1a (3) Strategy Considerations**

TCT collects and analyzes relevant data to ensure our SPP is fact based. Strategy considerations are a part of TCT’s SPP PDSA Plan Phase (Figure 2.1-1). Data collection methods and frequency for each KPM component included in the OP are shown in Figure 4.1-1. **During cycles of learning in FY16, relevant data collection function became part of our newly created Office of Quality (OOQ) and under the direction of our Chief Quality Officer (CQO).** This position and workgroup are rare in a small public school and became a necessity to take us to the next level of performance improvement. Prior to the OOQ, each workgroup director coordinated their own data collection. Now the OOQ collects data, analyzes data, communicates results using dashboards, compares results with trends and benchmarks, identifies gaps, and coordinates the development and deployment of improved and new processes. **Each SLT is responsible for facilitating the core competency that coincides with their job responsibilities (Figure 1.1-2) as well as the corresponding Strategic Challenges and Strategic Advantages (P.2-4).**

**Figure 2.1-2 Key Strategic Opportunities and Resulting Innovations**

| Strategic Opportunities                  | Identification Methods  | Resulting Innovation Incorporated   |
|--|---|---|
| Increasing Student Retention             | Completion / Retention Data from ODCTE Student Record System Data                 | Realignment of personnel and resources to support student retention with Student Success Advisors               |
| Growing Enrollment                       | Student Record System Data  | Renewed emphasis on Community Education including Flex Program Options, Event Services, and The Strategy Center |
| Increase Program National Certifications | Potential National Certification Organizations                                    | Supporting Programs to earn a National Certification through resource allocation and program modifications      |
| Changes to Education Funding             | State and National Legislative Actions  | TCT refusing to accept federal funds, increasing fund balance, and increasing locally controllable revenue      |
| Increasing TCT Foundation Funding        | Consultant Analysis TCTF Foundation funding potential                             | Revived TCT Foundation through the hiring of a Development Director   |
| Developing Educators' Talents            | Student Record System Data and Increasing Adjunct Instructional Personnel Quality | Created a new Director level position to develop internal training resources through Tri County University      |

**Figure 2.1-3 Bright Idea Process**



Throughout the school year, each SLT continues to monitor research, challenges, and advantages pertaining to their corresponding Core Competency. The corresponding SLT working with the CQO becomes the expert to respond to potential environmental changes with agility and systematic action. **Potential blind spots and bias are addressed by maintaining focus on our results.** This focus includes:

searching for deeper and more meaningful benchmarks, keeping connected with the external environment both inside and outside of education, evaluating our processes and measures, and learning new tools to improve processes. **Our ability to execute the Strategic Plan is supported by establishing our most important Major Initiatives in February before the April budget process deadline.** February of each year the main deliverable of the LT Retreat is the development of major initiatives. Major initiatives are campus-wide goals that align with Vision 2020 and our Core Competencies. Prioritizing major initiatives gives them precedence over human and capital resource allocation required to execute the strategic plan. If resources are not adequate, SLT reassesses and reallocates resources to balance capacity.

**2.1a (4) Work Systems and Core Competencies**

Work system refers to how the work of TCT is accomplished; in other words, how we produce our education service and other customer offerings. These interconnected key work systems, illustrated in Figure 2.1-5, are aligned using Baldrige Framework, TCT's Core Competencies, and by SLT. Decisions concerning work systems are strategic and aligned with Vision 2020. Work Systems are Leadership, Strategy, Customers, Knowledge Management, Workforce, and Operations. **Decisions regarding which processes will be accomplished by external suppliers are based on our four Core Competencies. Our instructional programs are involved in our Operational Work Systems.** For example, our Physical Plant Services involves our Construction Technology program in projects that would add to our students' learning. This collaboration benefits TCT by saving human capital and benefits students by receiving hands-on experience alongside a TCT technician. **Decisions concerning future Core Competencies are part of our SPP and are discussed at LT retreats and SLT meetings.**

**2.1b Strategic Objectives**

**2.1b (1) Key Strategic Objectives**

Key strategic objectives are identified in Vision 2020 along with the timetable for completing them (Figure 2.1-6). Key objectives are determined in four areas aligned with our Core Competencies and critical to attaining our Vision. **The four goals to be achieved by 2020 represent our top priorities along with the incremental shorter-term objectives highlighted.** Annually, TCT publishes a Stakeholder Progress Report detailing Operational Plan KPM results as well as Vision 2020 progress. In addition, KPM Progress and Major Initiative Progress are deployed monthly at the Superintendent's Forum luncheon attended by all workforce members. This luncheon incorporates employee celebrations, Bright Idea Awards, White Bison Awards, service anniversary recognition, BOE meeting update, personnel update and potential planned key changes in services. **TCT is in the process of reimagining traditional daytime adult programs with the addition of Flex adult programs.** Flex Programs offer working adults who are not available to attend class during the day options to receive training in the evening. Programs in Applied Welding Technology, Graphic Communications Technology, and Machine Tool Operations are offered two evenings a week. These programs will meet the needs of working adults to acquire skills for a new career. Figure 2.1-6 illustrates Vision 2020 key strategic objectives and timeline.



Figure 2.1-4 Strategic Objectives, Action Plans, Measures, and Projections Core Competency – Improve Instructional and Learning Excellence

**Key SC1: Deliver Beneficial and Relevant Instruction**

| Objectives   | Action Plans  | Action Plan Measures                   | Goals   | Projections | Timeline | SA      | Figure               |
|--|---|--|---------|-------------|----------|---------|----------------------|
| Objective 1: Deliver Beneficial and Relevant Instruction | ST – Faculty IAP & WAP, and OP KPM                                  | Student Completion or Retention        | 90%     | +           | FY17     | SA1     | 7.1-1                |
|  | ST – Faculty IAP and Operational Plan KPM                           | Placement Percentage                   | 92%     | +           | FY17     | SA1     | 7.1-5                |
|  | ST – Faculty IAP and Operational Plan KPM                           | Adult Average Wage                     | \$15.30 | +           | FY17     | SA1     | 7.1-19               |
|  | ST – Faculty IAP and Operational Plan KPM                           | Graduate Licensure Rate                | 96%     | +           | FY17     | SA1     | 7.4-18               |
|  | LT – Operational Plan Major Initiative<br>ST – OOO WAP              | Earn MBNQA                             | 100%    | =           | FY20     | All SAs | 7.4-16               |
| Objective 2: Improve Student Learning                    | ST – Student Services WAP<br>LT – Operational Plan Major Initiative | Foundation Student Support             | 150K    | =           | FY17     | SA1     | 7.1-11               |
|  | ST – Faculty IAP and Operational Plan KPM                           | HS Continuing Education after TCT      | 60%     | +           | FY17     | SA2     | 7.1-10               |
| Objective 3: Improve Student Satisfaction                | LT – Faculty WAP – Improve Student Satisfaction                     | Student Satisfaction Survey            | 90%     | =           | FY20     | SA2     | 7.2-1 through 7.2-10 |
|  | LT – Faculty IAP and Vision 2020                                    | National Program Certification         | 75%     | -           | FY20     | SA2     | 7.1-12               |
| Objective 4: Attract and Develop Quality Workforce       | ST – WF – BOE Policy – College Reimbursement                        | Staff with Bachelor's Degree           | 65%     | +           | FY20     | SA7     | 7.3-2                |
|  | LT – WF Operational Plan KPM  | Staff National Licensure Certification | 53%     | =           | FY20     | SA7     | 7.3-1                |
|  | ST – WF Operational Plan KPM  | Employee Retention Rate                | 90%     | -           | FY17     | SA7     | 7.4-18               |

**Core Competency – Improve Fiscal and Operational Effectiveness**

**Key SC2: Proactively Prepare for State and Federal Education Funding Reductions**

|  |  |                                |             |   |      |     |                       |
|--|--|--------------------------------|-------------|---|------|-----|-----------------------|
| Objective 1: Increase Locally Controlled Revenue | LT – ES, CE, and TSC WAPs<br>LT – HS and Adult Programs Vision 2020                      | Enrollments                    | 19,000      | + | FY17 | SA3 | 7.5-10 through 7.5-12 |
|  | ST – TSC WAP   | Revenue Collection             | \$287,625   | = | FY17 | SA3 | 7.5-11                |
|  | LT – ES, CE, TSC, CUL, CDC, Business, Office, and Physical Plant WAPs – Increase Revenue | Increase Major Revenue Sources | \$1,575,000 | - | FY17 | SA3 | 7.5-4                 |
|  | ST – Student Services WAP  | Revenue Collection             | \$675,955   | = | FY17 | SA3 | 7.5-7                 |
|  | ST – Operational Plan Major Initiative   | Fund Balance                   | \$2,425 M   | + | FY17 | SA3 | 7.5-3                 |

**Core Competency – Improve Economic and Community Development**

**Key SC3 - Address Resource Gap for Students and Other Customers**

|   |  |                                   |           |   |      |     |        |
|---|--|-----------------------------------|-----------|---|------|-----|--------|
| Objective 1: Increase TCT Foundation Funding to \$5 Million | ST – TCT Operation Plan                | Workforce Foundation Contributing | 100%      | = | FY17 | SA6 | 7.4-13 |
|   | ST – TCT Foundation Meet Student Needs | Foundation Student Support        | \$158,000 | = | FY17 | SA6 | 7.1-11 |

**Core Competency – Improve Employee Development and Well-Being**

**SC4 – Increase Workforce Satisfaction**

|   |  |                               |      |   |      |     |        |
|---|--|-------------------------------|------|---|------|-----|--------|
| Objective 1: Become a Great Place to Work | WF LT – HR WAP – Benefits and Health Fairs   | "Great Place to Work" Measure | 97%  | = | FY18 | SA7 | 7.3-18 |
|   | WF ST – Mktg. WAP – Staff Celebration Events | Average GPTW Indices          | 96%  | + | FY18 | SA7 | 7.3-17 |
|   | WF ST – HR Advised PD Committee              | Staff Meeting PD Plans        | 100% | - | FY17 | SA7 | 7.4-18 |

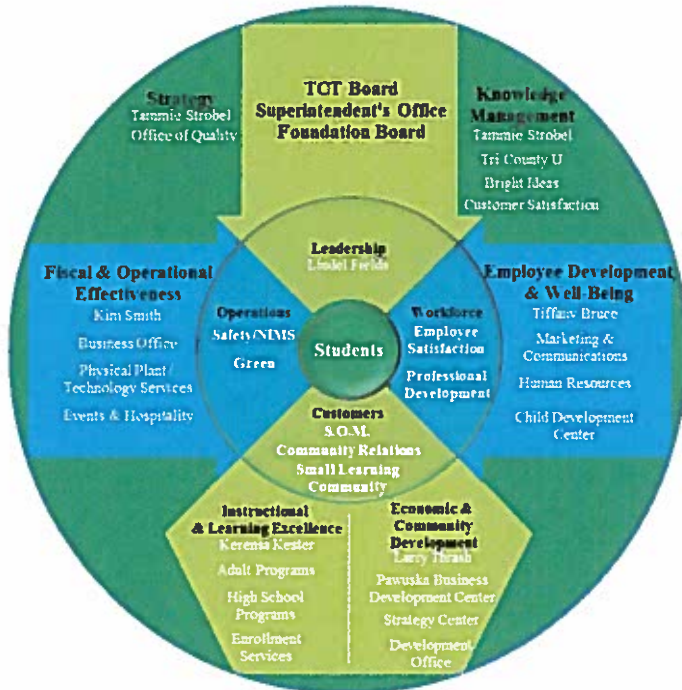
Action Plans: ST = Short-Term | LT = Long-Term | WF = Workforce

Projections: + Result Exceeds | = Result Meets | - Result Lags



**2.1b (2) Strategic Objective Considerations**

**Figure 2.1-5 Key Work Systems**



The SPP strategic objective considerations achieve balance through Vision 2020 and Operational Plan. Core Competencies aligned with the Baldrige Framework balance potentially competing organizational needs. The focus of Vision 2020 combined with the annual OP balances goals as a part of the “Plan” Step of the SPP (Figure 2.1-1). Strategic Challenges (Figure P.2-4) are examined throughout several different SPP venues: LT retreats, SLT meetings, LT meetings, workgroup meetings, and individual performance review meetings. Illustrated in Figure 2.1-56 Vision 2020 was designed to balance short- and longer-term planning horizons by Core Competency. The needs of key student groups and stakeholders (Figure P.1-5) are balanced by key requirements, expectations, and measures. Step 2 of the SPP involves listening to VOC, workforce inputs, and an environmental scan. The ability to execute action plans take into consideration budget, human resource needs, and potential professional development. Opportunities for innovation in educational programs and services often begin at the annual Program and Workgroup Plan of Excellence meeting reviews. The Plan of Excellence processes are discussed in detail in section 3.2a (1).

**2.2 Strategy Implementation**

**2.2a Action Plan Development and Deployment**

**2.2a (1) Action Plans**

TCT’s longer-term action plans are aligned with our long-term Vision 2020 key strategic objectives. These objectives are aligned by core competency. Short-term action plans are developed through our WAPs and IAPs, which are aligned with the annual OP and corresponding KPMs. The Operational Plan (OP) is the product of the annual LT Retreat, which reflects longer-term Vision 2020 Strategic Objectives through Major Initiatives and KPMs. After BOE approval, the OP is deployed at the annual August State of the School Address held the week before full-time classes begin. At this

celebration, the CQO and Superintendent/CEO highlight success from the previous school year and create inspiration for the goals and plans for the current year.

WAPs are developed using three key inputs: results from the previous FYs WAP, Operational Plan KPMs, LT Summer Retreat, and analysis from the Workgroup Plan of Excellence (WG POE) process. As a cycle of learning and innovation in FY17, WG POEs were implemented for each workgroup. Instructional programs have participated in a POE review process, discussed in 3.1, for over a decade, but for Workgroup areas the POE was a significant improvement. The WG POE processes include each Work System and corresponding workgroup director developing a comprehensive strategic review based on the Baldrige Framework. This comprehensive review deliverable is presented to the OQO for input. The WG POE meeting is a discussion that workgroup directors lead, guided by the questions and activities in a binder. The binder includes the “Are We Making Progress?” assessment from Baldrige, a workgroup performance measure evaluation, strategy considerations reflection, customer and VOC process reflection, measurement and knowledge management reflection, workforce capacity and capability reflection including professional development recommendations, budget request and revenue projections, and a workgroup process mapping analysis.

The goal of the WG POE is to honestly engage with Baldrige principles at the workgroup level, reflect on current practice, identify focal points for attention, and to plan proactively for the future. Each director comes to the meeting prepared to discuss, question, and propose ideas related to the questions presented. Each WG POE meeting is summarized in a 50-page living document and a process wall map that will continue to be updated. WG POE is among the inputs then used to develop the WAP typically due in August of each FY. The WAP is electronically stored in our Google Drive and in our Human Resource Information System (HRIS), Halogen. After WAPs are developed and approved by the CQO and the CEO/Superintendent, IAPs are then developed. Each director begins discussing how individuals can impact Workgroup and KPM achievement. The results of these discussions are IAPs and are also electronically stored in Halogen. WAPs and IAPs support the KPMs and Major Initiatives. Prior to the August State of the School Address, each July the SLT conducts a SPP retreat with the LT. The purpose of the retreat is to review KPM progress for the previous FY, reassess KPM benchmarks, establish current year KPMs, examine Major Initiative advancement, discuss major process updates, and determine action plan objectives. The retreat also is an opportunity for LT to refine approaches and share process innovations.

**2.2a (2) Action Plan Implementation**

During a FY16 cycle of learning, action plan deployment was significantly improved through the employment of the HRIS software system, Halogen. Prior to Halogen, action plans were deployed using paper copies and spreadsheets. Using Halogen, we have automated our action plan deployment and performance management processes – from appraisals, to goal setting, to action plan development, to integrated professional development, and beyond. We can now know

**Figure 2.1-6 Vision 2020 Key Strategic Objectives**

| Core Competency                       | 2010-2013                                | 2014-2016                             | 2017-2020   |
|---------------------------------------|--|---------------------------------------|---|
| Instructional and Learning Excellence | Earn OK Quality Achievement Award        | OK Quality Top Award                  | Receive MBNQA   |
|                                       | Implement Student Mentoring              | 75% of Programs Certified             |   |
| Employee Development and Well-Being   | Health and Fitness Center Implementation | 25 BIs Implemented                    | Recognized as Top 25 Place to Work in the United States |
|                                       |  | 50% Nationally Credentialed Staff     |   |
| Apply for OK BPTW                     | 50% Staff w/ Bachelor's                  | Recognized as Top Place to Work in OK |   |
|                                       |  |                                       |   |
| Economic and Community Development    | \$500,000 in TCT Foundation              | \$1,000,000 in TCT Foundation         | \$5,000,000 in TCT Foundation                           |
|                                       | Pawhuska Incubator Facility              | Nowata Incubator Facility             |   |
|                                       | Osage Child Development                  |                                       |   |
| Fiscal and Operational Effectiveness  | 10,000 Enrollments TechWorks             | 12,000 Enrollments                    | 15,000 Enrollments                                      |
|                                       | NIMS                                     | 200 Adult Students                    |   |
|                                       | 500 HS Students                          |                                       |   |
|                                       | Aerospace HS Program                     |                                       |   |
|                                       | Master Plan for Facility                 | Master Plan for Grounds               |   |

instantly determine how each employee is progressing toward those crucial IAP and WAP objectives. As we continue to phase in components of Halogen, modifications required to meet critical objectives will be made faster with the needed data to make decisions. The WAP is now electronically reviewed by the Chief of Staff and CQO for OP alignment and sustainability. After the WAP is finalized, each employee, in collaboration with their supervisor, develops their IAP. Progress toward the IAP objectives is formally evaluated during the PDSA “Do” Phase (mid-year) and the final PDSA “Study” Phase (Figure 1.2-2). However, IAP progress results can be continually viewed and updated without a formal Performance Appraisal occurring. It is an expectation that IAP progress at the minimum be updated quarterly.

**Sustainability of key outcomes of action plans is the responsibility of the SLT member who owns the core competency and the workgroup that corresponds with the action plan.** Sustaining key outcomes involves studying incremental results and analyzing whether they are at expected levels. During our FY16 cycles of learning, TCT developed a dashboard using Google Sites to facilitate the sustainability of our Operational Plan KPM outcomes. In lieu of purchasing a dashboard system from an outside vendor, we decided that we could create our own dashboard allowing us to allocate our precious financial resources to other priorities. Before FY16, results were communicated on a monthly or quarterly basis creating challenges in the rapid execution of a new plan. Now using a system that we created with Google Sites, KPM reporting is completed using a common interface. This connected system pulls data into one place so we do not have to

log into multiple systems or contact multiple data owners. Action plan implementation is augmented through TCT’s performance incentive plan. At the end of each FY, all workforce members employed by October 1 are eligible for a monetary incentive based on IAP Completion, WAP Completion, and OP Completion. **The practice of paying all workforce a monetary incentive based on performance is unheard of in education and helps ensure key outcomes of action plans are sustained.**

**2.2a (3) Resource Allocation**

Resource allocation and budgeting is part of our core competency of Fiscal and Operational Effectiveness. Human resources are part of our Employee Development and Well-Being Core Competency. **A systematic function-based resource allocation approach allows TCT to focus on empowering the individual employee through transparency. Resources are allocated through a defined staffing and budgeting process beginning each spring (Figure 5.1-1).** The resource allocation process is a component of the WG POE and instructional program POE. The process includes staffing level adjustments, capital project prioritization, and preparation of instructional program and workgroup budgets, revenue stream analysis, and a public hearing at our June Board meeting. Google Drive, cloud based file sharing is a catalyst for deployment as every budget is open for LT to view and share with their respective workgroups. Instructional program budgets are a component of annual Program Plan of Excellence meetings discussed in 3.2a (1). The budget is formally revised each January with the revision going to the BOE for approval.

**Financial risks are managed by having an adequate fund balance to ensure our financial viability. Fund balance ensures we have the cash flow to withstand revenue variations.** Fund balance is a Major Initiative under Fiscal and Operational Effectiveness with a FY17 goal of \$2,425,000.

**2.2a (4) Workforce Plans**

**Key workforce plans are a result of WG POEs and include an analysis of KPMs, WAPs, IAPs, Major Initiative implementation strategies, and are aligned with our core competency of Employee Development and Well-Being.** Figure 2.2-1 illustrates Key Workforce Plans that support our Strategic Objectives. In FY16, a systematic evaluation was conducted by a Process Improvement Team (PIT) to identify a cloud-based Human Resources Information Software System to improve TCT’s workforce planning processes. We searched for a product that could help us plan, identify, assess, and develop our workforce to support our short- and longer-term planning. The Halogen Human Resources Information System (HRIS) is in early implementation and already improving our IAP and WAP deployment processes with additional modules being fully implemented in FY17. **Impacts on our workforce and potential changes in workforce capability and capacity are at the forefront of Superintendent/CEO communications.** Oklahoma is experiencing one of the worst budget crises in our state’s history. With a reported \$900 million revenue shortfall, state-supported agencies including public education are receiving significant budget cuts. During this time of uncertainty when other public schools are cutting workforce positions, our Superintendent/CEO has shared workforce plans pledging that all jobs are secure.

**2.2a (5) Performance Measures**

The key performance measures for Key Action Plans are identified in Figure 2.2-1. Each KPM has been defined and assigned to a member of the SLT to report and monitor (Figure 1.1-2). KPMs are formally reported to TCT’s BOE and workforce at Superintendent’s Forums each month. Workgroup plan progress is monitored by SLT, reported at monthly LT meetings, and is reviewed with workgroups at monthly meetings. Our action plan measurement system reinforces organizational alignment through the cascading connection of measures. Vision 2020 is our ultimate goal, which aligns with our Operation Plan, which aligns with our WAPs, which align with our IAPs. In addition, TCT has monetary performance incentives for every level of educator. Annual performance incentives potentials are aligned accordingly with 1/3 for overall organizational KPM results, 1/3 for WAPs results, and 1/3 IAP results.

Teacher performance is measured both qualitatively and quantitatively. Qualitative performance is assessed by student satisfaction assessments and Director of Instruction evaluations. The student satisfaction listening process is detailed in 3.2a (1) and results are illustrated in Figures 7.1-14 through 7.1-17 and 7.2-1 through 7.2-8. Processes for certified teacher evaluations are mandated and governed by the Oklahoma SDE. TCT uses the Oklahoma Teacher and Leader Effectiveness (TLE) model, piloted in FY13 and based on research findings including the work of multiple practitioners and academic researchers. Quantitative performance is evaluated by TCT’s Teacher Performance Incentive System. The TCT Performance Pay components include: Documentation of Community Leadership, Student National Honor Society Involvement, Professional Development Activities, Committee Participation, Completion/Retention, Related Placement, Enrollment, and Licensing Exam pass rate. Evaluating teachers with quantitative measures is not mandated by the Oklahoma SDE. TCT has been an innovator in evaluating teachers using quantitative measures, as well as the practice of paying teachers a monetary incentive based on performance.

**2.2a (6) Performance Projections**

Performance projections are aligned with Vision 2020, include short- and longer-term planning horizons and are established during Step 4 of the SPP. Performance projections are TCT’s estimates of future performance (Figure 7.4-18). The definitions and formulas for TCT’s performance projections are in the shared Google Drive. This document indicates what data inputs are used for each KPM. Projections are based on past TCT performance trends, “Best in Class” comparisons, and stretch goals predicted based on changes in a dynamic environment. Gaps in performance and performance projection recommendations are developed annually by the OOQ and presented to LT at the Summer Planning Retreat. Projections for WAP performance are discussed at the WG POE meetings and at Summer Retreat. The deliverable of the Summer Planning Retreat is to have reached consensus on KPM performance projections along with having major WAP projections and goals completed. These KPM projections are a component of the annual OP. After the OP draft is completed at LT Retreat, it is presented to the BOE for approval. After BOE

approval, the workforce first learns of the OP at the State-of-the-School Address held each August before school starts. Figure 7.4-16 illustrates Vision 2020’s progress.

**2.2b Action Plan Modification**

Using feedback received from in-progress KPMs, Major Initiative updates, WAP progress, IAP Progress, and environmental scans, SLT and LT members may recognize the need for mid-course action plan adjustments. The WAP and IAP document contains three components: Core Competency Alignment, SMART Goals (S- stretching; M- measurable; A- achievable; R- relevant; and T- time-bound), and Action Plan. The action plan component is a guide for improvement strategies that were developed with analysis and careful thought. As important as the strategies are, they are not set in stone. If conditions surrounding the workgroup or operating environment have changed, then the action plan may need to change in response. Using our dashboard system for continuous KPM result communication and the Halogen HRIS, SLT can quickly recognize the need for improvement. This dashboard includes performance projections as well as actual results, allowing performance gaps to be quickly identified and midcourse adjustments to be made. Six steps are taken to make modifications to the action plan if results data indicate they are needed. 1) Monitor progress of the action plan through dashboards, Halogen, VOC results, and other data sources. 2) Conduct a Root Cause Analysis that helps answer the question of why the action plan is not producing the expected key results. Root Cause Analysis has 3 steps: determine what happened, determine why it happened, and figure out what action plan would reduce the likelihood that it will happen again. 3) Modify the action plan as necessary 4) Workgroup director approves the modification 5) Enter updated action plan in Halogen. 6) Continue to monitor results of the new action plan.

**3 Customers**

**3.1 Voice of the Customer**

**3.1a. Listening to Students and Other Customers**

**3.1a (1) Current Students and Other Customers**

TCT’s drive toward continuous improvement hinges on our commitment to our students. We have a mission to provide superior training so that every student can secure a good job. Chairman of Gallup, Jim Clifton, explains that whether an individual has a good job defines their relationship with their city, their country, and the world around them. Our students don’t want to merely graduate: they want an education that results in a good job or to be prepared for continuing education (Figure 7.1-5). A good job opens the future to the “American dream” where life is better, richer, and fuller for everyone, with opportunity for each according to their ability or achievement. To provide these opportunities, we listen and learn using a variety of methods allowing us to systematically serve our diverse segments of students and other customers. Our Voice of the Customer Process is illustrated in Figure 3.1-1. A summary of how listening methods used to create actionable feedback differ for current student groups and other customers are illustrated in Figure 3.1-2. Our key student customers are high school and adult students who are enrolled in our instructional programs. Other customer offerings are provided through Community Education (CE), Event Services, and The Strategy Center (TSC). The goal of



these other education services is revenue generation and community outreach. In addition to NPS surveys and

**Fig 3.1-1 Voice of the Customer Process**



evaluations, TCT has a social media strategy and utilizes web-based technologies to listen to students and other customers. The marketing workgroup monitors social media including Facebook and Twitter for questions and comments (Figure 7.2-14 through 7.2-17). Any questions or negative feedback are addressed within 24 hours of the posting.

One example using student listening in cycles of learning is the improvement of our student satisfaction evaluations of their teachers. Prior to FY14, the student evaluations were conducted via paper and pencil in the classroom. This method required hand scanning and tabulation of results for each teacher. Beginning in FY16, HS and adult students complete their teacher evaluations using an online assessment administered by the Director of Tri County University. The information that is collected is compiled and returned to the faculty during an individual conference with the Director of Instruction. The feedback is also reviewed as part of the Plan of Excellence program review, and improvements, if needed, are made. Results are illustrated in Figure 7.1.-13. The input provides insight for innovation and program improvement. The Chief Instructional Officer and Director of Instruction also review the results to determine if there are immediate needs to be addressed. Faculty uses the data as a factor to help them determine if actionable items need to be made in planning, curriculum, or delivery of instruction. If the data indicates that a change in the program should occur, then the faculty member presents that change to administration during the Program Plan of Excellence (POE) meeting, which is held each spring.

In FY17, a considerable improvement was made with the addition of a VOC satisfaction survey for employers of our adult students. Using our NPS metric, fully discussed in 3.1b (2), TCT has a leading indicator of employer satisfaction and will be able to make instructional improvements accordingly.

**3.1a (2) Potential Students and Other Customers**

Potential students and other potential customers are important to TCT's future. A summary of how listening methods used to create actionable feedback differ for potential student groups and other customers are included in Figure 3.1-2. VOC for potential students is realized primarily through the Student Services, TSC, and Marketing Workgroups. The Student Services receives information through individual meetings with Partner School Superintendents and TCT's Chief Instructional Officer and CEO/Superintendent, visits from TCT's High School Recruiter, Advisory Committee input, and frequent meeting with High School Principals. TCT is involved in daily communication with our partner schools. The relationship is based on collaboration and support of TCT's Vision of, "providing life

changing learning experiences for students." CE uses various listening posts to create courses of interest to our community

**Figure 3.1-2 Listening Methods**

| Listening Method             | Student and Other Customer | Frequency | Stages | Results         |
|------------------------------|----------------------------|-----------|--------|-----------------|
| Advisory Committee           | AP, HS, and TSC            | SA        | All    | 7.4-8           |
| BOE Meetings                 | All                        | M         | All    | 7.4-8           |
| Other Customer Consultations | ES and TSC                 | O         | All    | 7.4-8           |
| Student Comment Process      | AP, HS, TSC, CE, and ES    | EOS       | D, A   | 7.4-8           |
| Email                        | All                        | O         | All    | 7.4-8           |
| Enrollment Finalization      | AP and HS                  | SA        | B      | 7.4-8           |
| Key Performance Measures     | All                        | O         | D, A   | 7.4-17          |
| ODCTE Follow-Up              | AP and HS                  | AN        | A      | 7.1-1 – 7.1-17  |
| Parent and Family Nights     | AP and HS                  | SA        | D      | 7.1-28          |
| Program Visits and Tours     | AP and HS                  | O         | B      | 7.4-8           |
| Social Media                 | All                        | O         | All    | 7.2.-11-7.2-14  |
| Surveys                      | AP, HS, TSC, CE, and ES    | O         | D      | 7.2-1-7.2-10    |
| TCTW Survey                  | HS                         | FEY       | D      | 7.1-29 – 7.1-32 |
| Web Site                     | All                        | O         | All    | 7.4-8           |

|                          |                              |                           |
|--------------------------|------------------------------|---------------------------|
| AP = Adult Programs      | EOS = End of Semester        | M = Monthly               |
| AN = Annual              | EOC = End of Course          | O = Ongoing               |
| CE = Community Education | FS = Former Students         | PS = Potential Students   |
| CS = Competitor Students | FEY = February of Even Years | SA = Semiannual           |
| ES = Event Services      | HS = High School Programs    | TSC = The Strategy Center |
|                          | WK = Weekly                  |                           |

citizens. These courses could be general interest for personal growth, entertainment, or community interest. Potential CE course suggestions are analyzed for implementation by TCT's Community Education Coordinator. These suggestions primarily originate from VOC survey comments received from CE customers, Adjunct Faculty input, and CE Advisory Board input. The Chief Instructional Officer (CIO) reviews course offering recommendations. Once the new potential course is identified, a recommendation is taken to the CEO/Superintendent for approval. The CIO also communicates directly with area community leaders and develops new course offerings. These suggestions are analyzed for implementation by the Student Services Workgroup. After a CE course has been approved, the coordinator locates an instructor, determines materials and supplies needed, and decides if we have the needed classroom or lab requirements.

Potential TSC VOC is primarily achieved through personal consultation and contacts made by the TSC workforce. TSC develops customized training for business and industry. The nature of the training offered requires collaboration developed through a relationship with the business. Often training curriculum is tailored to the company's specific proprietary needs. TSC customers participate in listening processes with a

Director of Business Development who creates customized solutions. The Strategy Center values partnerships within the community. They offer local businesses – both startups and established – customized training, business incubator services, and safety training. They focus on helping businesses thrive, which strengthens the economy and improves the quality of life in the local community and Oklahoma.

Through cycles of learning, TSC responded to an industry need. The Strategy Center partnered with Phillips 66 and key personnel in FY15 to create the first Phillips 66 Academy. Candidates were selected to participate in the 16-week hands-on academy after a screening and interviewing process. Upon successful completion of the academy, there was a possibility to be hired for full-time employment. Seven of the ten graduates are currently employed full time, and two are on contract with Phillips 66. An additional example of TSC's gathering actionable feedback occurred using multiple meetings listening to the clients' needs, TSC customized a training contract with the Osage Nation, a federally recognized Native American tribe based in our school district. This contract contains several education services, but one involves financial literacy. Any Osage Nation member who has received a loan from the Nation is required to participate in courses offered by TSC. The courses include banking basics, good credit and rebuilding credit, and money management.

**3.1b Determination of Student, Other Customer and Stakeholder Satisfaction and Engagement**

**3.1b (1) Satisfaction, Dissatisfaction, and Engagement**

Student and other customer satisfaction, dissatisfaction, and engagement are determined using systematic methods illustrated in Figure 3.1-2. Current student satisfaction determination methods differ among student segment and other customer offering. Measurements capture actionable information and are used in SPP KPMs, WAPs, and IAPs. Measures that indicate student satisfaction, dissatisfaction, and engagement include: Enrollment KPM segmented by key education service and other customers' offerings (Figure 7.5-9); Completion/Retention KPM (7.1-1); Revenue generation (7.5-4) and NPS for Community Education, Event Services, and TSC (7.2-8); Students' Evaluation of Teachers (7.2.-1 through 7.2-7); TCTW student satisfaction data (7.1-14 through 7.1-17, , 7.2-18 through 7.2-21); and Facebook "likes." (Figure 7.2-14) TCT believes that "students vote with their feet," meaning that students enrollment in an instructional program is a key factor in determining student satisfaction. Satisfaction surveys also provide key data used to make education service and other customer offerings improvements. During FY17 cycles of learning, a PIT was created to improve our methods for determining student satisfaction and engagement. The PIT recommended and implemented the use of an online survey software tool that allows TCT to create visually engaging, branded, mobile-ready surveys, with capabilities to view the data in real-time.

**3.1b (2) Satisfaction Relative to Competitors**

In today's competitive education environment where students have many options available to them, the ability to attract and retain students is important. Education organizations wanting to gain that advantage need to obtain comparative and actionable information on student satisfaction relative to that of their competitors. Using cycles of learning in FY17,

Student Satisfaction Survey comparisons and survey validity were also improved. An important feature of the new system is a Net Promoter Score (NPS) metric, which acts as a benchmark and a leading indicator of improvement. The Net Promoter Score is calculated based on responses to a single question: How likely is it that you would recommend our education service offering (this statement is personalized by course) to a friend or colleague? The scoring for this answer is based on a 0 to 10 scale. Those who respond with a score of 9 to 10 are called Promoters and are considered likely to exhibit "promoting" behaviors. Those who respond with a score of 0 to 6 are labeled Detractors, and they are believed to exhibit "detracting" behaviors. Responses of 7 and 8 are labeled Passives, and their behavior falls in the middle of Promoters and Detractors. The Net Promoter Score is calculated by subtracting the percentage of customers who are Detractors from the percentage of customers who are Promoters. NPS is widely adopted with more than two thirds of *Fortune* 1000 companies using this easily benchmarked metric (Figure 7.2-8).

**Figure 3.2-1 Student Segment Support, Key Communication Mechanisms, and Feedback Received**

| Student Segment | Provide Support            | Provide Information Through Key Communication Mechanisms   | Receive Feedback                   | Results       |
|-----------------|----------------------------|--|------------------------------------|---------------|
| HS program      | Student Services Educators | Email, Telephone, Electronic Notification System, Partner School Principal and Counselor Meetings, Surveys, TCT Facebook, Twitter, and Social Media, TCT Progress Report, and TCT Web Site | Student Satisfaction Surveys       | 7.2.-1-7.2-7  |
|                 |                            |  | Student Engagement                 | 7.1-14-7.1-17 |
|                 |                            |  | TCTW Data                          | 7.2-18-7.2-21 |
|                 |                            |  | Retention / Completion Data        | 7.1-2         |
|                 |                            |  | Continuing Education               | 7.4-18        |
| Adult program   | Student Services Educators | Email, Telephone, Electronic Notification System, Program Advisory Committee Meetings, Surveys, TCT Facebook, Twitter, and Social Media, TCT Progress Report, and TCT Website              | Student Satisfaction Surveys       | 7.2-1-7.2-7   |
|                 |                            |  | Retention / Completion Data        | 7.1-3         |
|                 |                            |  | Licenses and Certifications Earned | 7.4-18        |
|                 |                            |  | Adult Average Wages                | 7.4-18        |
|                 |                            |  | Enrollment                         | 7.4-18        |

**3.2 Customer Engagement**

**3.2a Program and Service Offerings and Student and Other Customer Support**

**3.2a (1) Program and Service Offerings**

Educational programs and services are determined by assessing the needs of our students and other customers. Numerous methods (Figure 3.2-1) are used to support, receive feedback, and communicate with our key student segments. Business leaders, community leaders, school administrators, and school counselors communicate with TCT leaders regarding program suggestions through Advisory Board meetings, partner school listening posts, and involvement in community activities. The appropriate SLT takes the recommendations into consideration, completes research, and



determines if it is a viable option. Local employment data through the local economic development organizations and Chambers of Commerce, ODCTE, and the Oklahoma employment opportunities, wages, and Department of Labor information are used to identify potential program offerings. Curriculum is established through college partners, business and industry recommendations, certification requirements, and national program accreditation standards. Program advisory boards made up of representatives from business and industry, former students working in the field, and high school and college counselors may recommend updates to the curriculum. As business and industry changes, we listen and make appropriate changes to innovate our curriculum, technology and equipment.

After data are collected, it is analyzed and communicated using key communication methods including dashboards, KPM reports, workgroup measure reports, meeting agendas, and minutes. Next, data are analyzed using visual tools, trends, benchmarks, and performance against projections as a guide. Critical to quality gaps are also identified and prioritized for improvement through the development and deployment of a new solution or method. This step is where innovation occurs. The final step is to sustain the new solution and measure to determine if the desired improvement was achieved.

At TCT, we know and understand our community, and create programs that serve our community, such as our innovative Flex programs for working adults. According to the U.S. Department of Education, six in ten people who begin higher education at two-year schools fail to graduate within six years. Why do so many students leave college before graduation? Experts believe it is difficult for working adults to bridge the gap between having to work for a living, paying for tuition, and studying in addition to taking care of families. TCT's Applied Welding Technology (AWT) program offers a solution for those facing these challenges. It provides lucrative technical skills while allowing students to continue working their full-time jobs. The nine-month program allows working adults to attend classes at TCT two nights a week. This flexibility to structure programs to meet the needs of students is a direct result of TCT no longer accepting federal funding. As such, syllabi can now be structured to meet the needs of students, not federal guidelines. The TCT Board of Education felt strongly that funding ties to the federal government should be cut to allow more local discretion. Eliminating the bureaucratic strings attached to federal funding opened the door to TCT reimagining education to better serve students. For example, the Applied Welding Technology Flex program prepares students for a career in a variety of welding occupations. Skills include: arc welding, oxyacetylene cutting, and gas metal and tungsten arc welding. Potential certifications include Stick, TIG, and MIG welding. The flex program's targeted approach to education and training means companies are getting the skilled workers with experience-based learning that they need to help keep their businesses competitive. It also means new recruits have a greater opportunity for higher wages and advancement.

Cycles of learning are employed for HS and adult programs through the annual Program Plan of Excellence (POE) process. The POE is a comprehensive program review process in which each Instructional Area Program Team meets with

the Chief Instructional Officer (CIO), Director of Instruction, Physical Plant and Technology Services, Student Services Advisor, and Curriculum Specialist to adapt program offerings to meet the requirements and exceed the expectations of our students. The POE was innovated by TCT and continues to be one of our role model practices. Prior to the POE, educational programs had a review meeting where faculty would only make recommendations to update curriculum and syllabi. The POE review analyzes all program data from a holistic perspective for the purpose of program improvement. The POE is a formal instructor-led meeting that includes, a progress report analysis for meeting program-level KPMs, documentation for any requested changes to the syllabi or curriculum, instructional materials requirements, certification compliance, student-to-teacher ratios, equipment and or supply needs, facility needs, safety training or practice needs, advisory board recommendations, and any professional development activities that are being requested. The POE is presented for approval and additional input from the CIO, CQO, and Director of Instruction. The POE and improvements requested could be approved in their entirety or a portion thereof. In FY 17, the Program POE process was improved from a paper system collected in a 3-ring binder to an on-line electronic system.

In FY16 an innovative partnership was formed with Bartlesville High School to enter a new market, attract new students, and create opportunities to expand relationships by offering a beginning Pre-Engineering Course for ninth grade students on their campus. Bartlesville is our largest partner school and providing a course on their campus would allow students more options when they transition to TCT as tenth grade students. After extensive collaboration, a Bartlesville teacher was trained, and software and computers were installed to begin offering Introduction to Engineering Design on the campus of Bartlesville High School. This arrangement will attract a new market of previously unserved students and expand their opportunities. TCT is home to an advanced pre-engineering program and an award-winning FIRST robotics student organization (Team 2165) that creates impressive machines under the mentorship of industry veterans. Both are designed to prepare high school students to attend college to study engineering or medicine. Since the program's inception in 2007, many high school students have achieved great successes moving on to engineering hubs such as Cornell, the U.S. Naval Academy, Oklahoma State University, the University of Oklahoma, Tulsa University, and the Missouri University of Science and Technology

### 3.2a (2) Student and Other Customer Support

Student and other customer support are personalized for each particular segment. Key communication mechanisms and feedback methods for each segment are detailed in Figure 3.2-1. Adult and high school program support is directed by the Student Services. The Student Services Workgroup provides student support for academic, behavioral, social, emotional, and physical needs of HS and adult students. Financial needs of students are often met by the TCTF (Figure 7.1-11). The goal of the TCTF is that, "No student should be denied access to education due to their ability to pay." The TCTF funds scholarships, emergency assistance, and school supplies for students in need. One example of physical need support is the

food basket program funded by the TCTF and administered by Student Services. In addition to student financial assistance through the TCTF, students receive support through counseling services, weekly grade checks, Career Tech Student Organization (CTSO) involvement and financial support to participate, and financial support for National Technical Honor Society involvement.

TSC offers personalized support tailored to the needs of our other customers that they serve. The Director of Business Development determines the objectives of the requested training, costs for the training, and support required. Community education customer support is provided through Student Services. Community education customers' requirements most often include support for enrollment processes, resolving scheduling conflicts, and recommendations for classes. Student Services educators are empowered to support students with these requests. Event services customers are supported by the Hospitality and Culinary Workgroup. The support required varies greatly with the event. TCT hosts retirement parties, weddings, trade shows, and conferences. The Hospitality Events Specialist plans personalized support to meet each customer's unique needs before, during, and after the event.

### 3.2a (3) Student and Other Customer Segmentation

Student and other customer segmentation is determined by their corresponding education service offering. Key education service offerings are segmented by HS and adult (P.1-1) and other customers are segmented by Community Education, Event Services, and TSC. Inputs received from the SPP including Program POE and WG POE processes assist in determining customer segmentation. TCT's Vision 2020, Operational Plan KPMs, and WAPs guide which student groups and market segments will be emphasized and pursued for growth. After our FY17 LT retreat, opportunities for revenue growth were explored. We determined there is potential for additional growth in enrollment and program development in our other customers' offerings. Event Services, Community Education, and The Strategy Center have local controllable revenue generating outcomes (Figures 7.5-4). A major remodel is now in the planning stages that would create additional spaces for these offerings to occur.

### 3.2b Students and Other Customer Relationships

#### 3.2b (1) Relationship Management

Managing relationships with students and other customers is paramount to Tri County Tech. Detailed expectations regarding customer service are outlined in TCT's Customer Service Standards. These standards are non-negotiable and are included in every workforce member's Performance Appraisal (PA). The four standards are: 1) Greet customers with a smile, 2) Wear name badge on the right side, 3) When thanked reply with "of course," "my pleasure," or "absolutely," and 4) Walk customers to their destination. Processes involved in marketing and developing relations are contained in TCT's Marketing Plan. Annually, the Chief of Staff and Chief Marketing Officer prepares a detailed Marketing and Communications Plan and presents the plan to our BOE. The plan has several purposes including:

- Coordinate activities that acquire students and other customers

- Create a brand reputation for TCT that makes us stand out as unique and of the upmost quality in our students' and other customers' eyes.
- Affect TCT's relationships by retaining students, meeting student requirements, and exceeding student expectations in each stage of their relationship.
- Measure the effectiveness of our distribution channels by tracking the history of relationships, the extent of channel utilization, financial stability, reputation, access to prospects, and familiarity of our offerings and services.

Social media is leveraged to enhance TCT's image, student engagement, and relationships (Figure 7.2-7). TCT has a presence on Facebook. The Marketing Coordinator is responsible for our social media processes (Figure 7.2-14 through 7.2-16.). A highlight of FY15 was the rebranding of our previously called short-term classes into Community Education experiences and Flex courses. Vision 2020 identifies a major enrollment goal to grow enrollments to 15,000. Realizing this could not be achieved through HS programs and adult programs alone, we developed a plan for the significant growth of enrollments to be through Event Services, Community Education, and The Strategy Center (Figure 7.5-8 through 7.5-12). To accomplish this, we created a new identity and a buzz for in the community. We hired Schnake, Turnbo, and Frank PR to assist with the rebrand initiative. Through research, analysis, and the process of identifying the look and feel of the Community Education brand, it became evident the entire Tri County organization needed rebranding. The new brand identity launched at a Superintendent's Forum with gift bags of business cards, new name badges, and colored jellybeans in a commemorative glass jar for all educators, as well as a roll out of the Brand Identity Guide, the new logo, and the new concept.

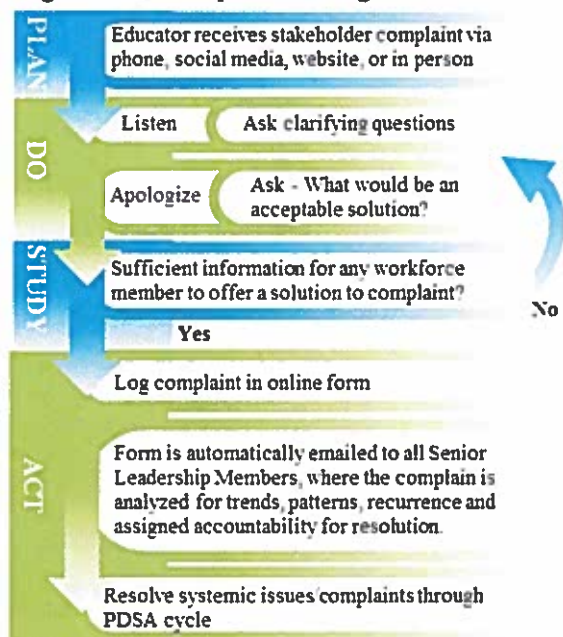
Through FY15 Cycles of Learning rebranding of evening courses into Community Education experiences and Flex courses was implemented. Through the use of a marketing consultant, it was discovered that TCT's potential students and other customers had an outdated view of Tri County Tech. A rebranding plan was launched after thorough analysis. The new logo and new concept debuted March 2015. The new logo incorporates a three-color triangle for each of the three counties we serve. The design is named the "ascending arrow," which connotes our forward-moving, progressive, uplifting approach to education. Additionally, our students and our communities know us as Tri County Tech, so we officially shortened our name from Tri County Technology Center and added a new tagline to several versions of our logo: Enrich Your Life.

#### 3.2b (2) Complaint Management

During cycles of learning in FY15, our formal Customer Complaint Process (Figure 3.2-2) was created. Complaints and dissatisfaction are received from several sources, including our Student Satisfaction Assessment and other customer NPS survey feedback (Figures 7.2-8, 7.2-9, and 7.2-10). In addition, a Student Complaint Form is located on our website to document and collect student and other customer complaints. Two types of student complaints - suspension appeal and attendance dismissal appeal - have policy processes detailed in the Student Handbook that existed before the more universal process was created in FY15. The severity and or nature of the

complaint would determine who takes ownership of the complaint and who can resolve the issue. Complaints from social media are addressed usually within a few hours, and every effort is made to deal with the issue within 24 hours. Complaints made face-to-face or by phone are either handled immediately or directed to the appropriate member of LT so that an acceptable solution can be reached. The Complaint Form is electronic and is automatically sent to the OOC. When a complaint is not resolved by the workforce member receiving the complaint, **the complaint is resolved promptly and effectively by the affected workgroup director, and a determination is made if the issue requires procedural or policy change. The complainant is assured that we have the student's best interest in mind, enabling us to recover confidence, enhance satisfaction and engagement, and avoid similar future complaints by following policies and procedures consistently.** In FY16, we created a Customer Service Specialist position. This new position allowed us to expand our capabilities for complaint management. Our intent is to resolve issues so that each student is satisfied with our responses. In FY16, the Office of Quality was also formed in part to systematically improve our Complaint Management System and processes. Besides enhancing students' satisfaction and engagement, innovation can also be the result of the complaint process.

**Figure 3.2-2 Complaint Management Process**



**4 Measurement, Analysis, and Knowledge Management**

**4.1 Measurements, Analysis, and Improvement of Organizational Performance**

**4.1a Performance Measurement**

**4.1a (1) Performance Measures**

Data and information are used to track daily operations and overall organizational performance. TCT's Vision, Mission, and Core Competencies are the foundation for our measurement, analysis, and knowledge management priorities. These priorities keep our improvement and innovation efforts focused towards our ultimate goals in Vision

2020. Our priorities are of utmost importance because they represent the students that we serve. Data are not merely data. Data represent the dreams and hopes of the students we serve and are vital to our performance improvement system. Two systems are integral in tracking organizational performance. One system is an in-house Google Sites system created through a cycle of learning in FY16. This process was improved from a static paper process used previously. The dashboard is a visual representation of our results, which allows organization of multiple results sharing the same underlying data. Through the utilization of a Google Sites, we can view our "in progress" KPM results on any device that has internet access. Before we had our newly developed dashboard, many of our KPMs were only available annually through a state ODCTE report. Using interactive results reporting, we now can gain extra insight and make faster midcourse adjustments to strategies when required. Applicable dashboard results are color-coded indicating that the measure is on track or not on track. Significant daily improvements are often made in response to Community Education customer satisfaction surveys. The Customer Service Specialist deploys CE customer satisfaction surveys each morning following the course. CE workforce can access live results through our in-house created dashboards. CE customers' comments are of significance and adjustments can be made immediately before the next class is taught.

The second system that tracks organization performance is the HRIS, Halogen. TCT has two types of major action plans: Workgroup Action Plans (WAP) and Individual Action Plans (IAP) that are housed in Halogen. WAP progress update is the responsibility of the corresponding workgroup director. Through Halogen, SLT can determine WAP progress and quickly identify gaps in performance that may need a new solution or improved action plans developed. Through Halogen, SLT can determine WAP progress and quickly identify gaps in performance that may need a new solution or improved action plans developed. Halogen was implemented in FY16 and TCT is in early implementation as we continue to add modules and learn the capabilities of the system. Thus, far Halogen HRIS has enabled us to Save time, align our entire workforce, track progress for WAPs and IAPs, create a feedback rich culture focused on high performance, capture the results we need for performance improvement, immediately identify target areas for improvement, and determine workforce potential.

In addition, WAP progress is reviewed at Monthly LT meetings, weekly during Workgroup meetings, and during weekly meetings that each workgroup director has with their supervisor. WAP completion results account for 1/3 of each workforce members' annual bonus. Halogen also tracks IAP Progress for all of our workforce. Workforce Members update their IAP progress in Halogen as action plan components are completed. In addition, IAP progress is tracked formally twice per year during performance reviews and daily on an informal basis as supervisors have conversations and formal meetings with direct reports.

At the organizational level, TCT has identified two systems of performance measurement, both containing numerous individual measures: Vision 2020 (Figure 2.1-6) and our Annual Operational Plan Key Performance Measures (KPMs) (Figure 4.1-1). The goals outlined in Vision 2020 are the measures for attaining our Vision, "Inspiring Success Through



Life Changing Learning Opportunities.” Vision 2020 includes longer-term goals including financial measures aligned with our Fiscal and Operational Effectiveness core competency. In total our long-term strategic plan consists of 29 goals, four of which are considered major, that are to be accomplished by the year 2020 (Figure 7.4-16). Goals are aligned by core competency and are sequential. Achievement of our Vision 2020 will position TCT as a regional and national role model for high school and career tech education. We have met 18 of the 29 goals with plans to accomplish the remaining 11 goals in four years.

Figure 2.1-6 summarizes our Vision 2020 goals along with our original target completion range. Bolded goals are the ultimate goal outcome for the corresponding Core Competency. The OP includes short-term annual goals and is the measure for our Mission, “Provide Superior Training.” Measuring and reporting our successes helps to convey the value of the important work we do for our students, other customers, and the community. **The data we select, collect, align, and integrate are identified based on Core Competencies, Key Strategic Challenges and Advantages (Figure P.2-4).** TCT has identified 14 KPMs that align with each of our four Strategic Aims. Seventy-five percent of these KPMs are tied directly to the success of our students. For example, we annually measure the completion/retention rate for our HS and adult programs, the allocation of the budget spent on direct classroom support, and the average wage of our adult graduates. Data are collected using a variety of technology-centered means. Figure 4.1-1 summarizes our Operational Plan KPM measures, collection means, frequency, and related Results Figures.

**Key short- and longer-term financial measures are included in our annual Operational Plan (shorter-term) and Vision 2020 (longer-term).** Financial measures are tracked continuously using our Trends software system and reported on the Google Sites dashboard. Financial measures tracking and reporting are the responsibility of the CFO and align with our Fiscal and Operational Effectiveness Core Competency. Data, in addition to KPMs, are collected and analyzed related to segmented student and other customer performance, operational effectiveness, student and stakeholder satisfaction and engagement, workforce climate, workforce satisfaction, workforce engagement, workforce development, SLT outcomes, law and accreditation compliance, societal responsibilities, and budgetary, financial, and market outcomes. These data are collected from several sources including student satisfaction surveys, accident reports, work order records, “Great Places to Work” measures, accreditation criteria, financial audit reports, and additional sources.

### 4.1a (2) Comparative Data

Becoming a world class organization includes comparing yourself to other high-performing organizations. **Selecting and effectively using comparative data is an ongoing process and a function of the Office of Quality.** Data that TCT selects for comparison coordinates with our Vision 2020, Operational Plan KPMs, and WAPs. Comparative data are used systematically to update our annual Operational Plan KPMs. The CQO researches and selects comparative benchmark data appropriate to each KPM under the core competency. Four criteria are used for comparisons: utilize best benchmark data available, electronically accessible benchmark

data, benchmark data relevant to our metric, and benchmark data affordability (usually free). If all four criteria are present, the benchmark comparison is adopted. Benchmark KPM data are defined on the KPM Definitions document. KPM definitions include the source of the comparative data and formula utilized to obtain the benchmark. The formula is typically the average of the Top 5 available comparison results. For example, TCT’s KPM for Completion/Retention is based on the average of the Top 5 performing Career Tech Centers in Oklahoma. This calculation was 90% in FY16. The annual summer LT Retreat is when new benchmarks are recommended and established as operational and strategic decisions are reached. The sources of comparative data are detailed in P.2 a. (3).

### 4.1a (3) Student and Other Customer Data

**The Office of Quality uses a systematic approach deployed to students, business and industry, workforce members, and partner schools to build a more student-focused culture and to support operational decision making.** Data are selected that will guide TCT in collecting meaningful, consistent, reliable, and repeatable results. Meaningful data are data that are targeted to decisions towards our most important priorities; Vision 2020, Core Competencies, KPMs, and WAPs. Data collection methods include formal surveys, public board meetings, CEO meetings, accreditation site visits, community involvement, and secondary research. **Data aggregated from student dissatisfaction and complaints are forwarded to the appropriate workgroup director through the Google Sites dashboard.** The dashboard is updated continuously as feedback is received. For example, in FY15 through cycles of learning<sup>30</sup>, Culinary Arts changed their opening time in the morning from 8:00AM to 7:45AM. The adult Practical Nursing students had lodged a complaint that their class started at 8:00AM, and they were not able to eat breakfast without being late to class. This improvement not only met students’ needs but also increased revenue for Culinary Arts. **Data and information gathered through social media are reviewed daily by the Coordinator of Marketing (Figure 7.2-17).** She reviews data from our Website, Twitter, and Facebook for improvement opportunities and forwards them to the appropriate SLT when required.

### 4.1a (4) Measurement Agility

**TCT’s performance measure system is able to respond to unexpected changes both organizationally and externally.** Performance is systematically reviewed and immediate corrective action can be implemented. Two formal LT strategic planning sessions are held each February and July. At these SPP meetings, performance trend data, benchmark performance, and the external environment are reviewed by SLT to determine if measure adjustments are required. As TCT has matured organizationally and the SPP process is repeated, we have fewer measurement adjustments than in the past. Agility to respond to environmental factors is enhanced by LT’s purposeful relationship with outside organizations. This type of environmental scan helps us learn of potential threats or changes and create a proactive plan of action.

**Figure 4.1-1 KPM Data Tracked, Collection Methods, and Frequency of Tracking**

| KPM Measure                          | Analysis Method   | Collection Means   | Frequency  | Results |
|--------------------------------------|---|--|------------|---------|
| Completion/Retention                 | Examine TCT Performance Trends against KPM, Compare to Top 5 Career Tech Education Sector Performance | Google Sites and ODCTE Online Student Completion/Follow-Up Report  | Continuous | 7.1-1   |
| Graduate Licensure/Certification     | Examine TCT Performance Trends against KPM, Compare Segmented Program Performance                     | Google Sites and Academics   | Continuous | 7.4-18  |
| Programs with National Certification | Examine TCT Performance Trends against KPM and Vision 2020 Goal, Correlate with Placement KPM         | Excel Spreadsheet housed in Dropbox                                | Continuous | 7.1-12  |
| Total Related Placement              | Examine TCT Performance Trends against KPM, Compare to Top 5 Career Tech Education Sector Performance | Google Sites and ODCTE Online Student Completion/Follow-Up Report  | Continuous | 7.1-5   |
| Workforce Community Service          | Examine TCT Performance Trends against KPM, Compare to GPTW   | Google Sites and Halogen   | Continuous | 7.4-15  |
| HS Student Continuing Education      | Examine TCT Performance Trends against KPM, Compare to Top 5 Career Tech Education Sector Performance | Google Sites and ODCTE Online Student Completion/ Follow-Up Report | Continuous | 7.1-10  |
| Adult Graduate Average Wages         | Examine TCT Performance Trends against KPM, Compare to Top 5 Career Tech Education Sector Performance | Google Sites and ODCTE Online Student Completion/ Follow-Up Report | Continuous | 7.1-19  |
| Budget Spent on Classroom Support    | Examine TCT Performance Trends against KPM  | Trends Accounting System   | Daily      | 7.4-18  |
| Total Customers                      | Examine TCT Performance Trends against KPM  | Google Sites and Academics   | Continuous | 7.5-9   |
| Fund Balance                         | Examine amount required to have sufficient cash flow  | Trends Accounting Software System and Google Sites                 | Continuous | 7.5-3   |
| WF Retention Rate                    | Examine TCT Performance Trends against KPM, Compare to Top 5 GPTW 2015 Small Company Performance      | Google Sites   | Continuous | 7.4-18  |
| Workforce PD                         | Examine TCT Performance Trends against KPM  | Google Sites   | Continuous | 7.4-18  |
| WF National Licensure/Certification  | Examine TCT Performance Trends against KPM and Vision 2020 Goal                                       | Google Sites and Halogen   | Continuous | 7.3-1   |
| WF Bachelor's Degree or Higher       | Examine TCT Performance Trends against KPM and Vision 2020 Goal                                       | Google Sites   | Continuous | 7.3-2   |

For example, our Superintendent/CEO maintains a focused effort to develop relationships with members of the Oklahoma State Legislature and the Governor's Office. These relationships combined with additional external information allowed him to determine that cuts to state education funding were on the horizon. Through innovative planning agility, we were able to plan increased emphasis on our revenue-generating education service offerings, other customer offerings, and fund balance. This innovative tactic has allowed us to maintain our high quality education service offerings and other customer offerings during a time when many public schools are cutting personnel and programs.

#### 4.1b Performance Analysis and Review

**Organizational performance and capabilities review are conducted by comparing results to goals.** Performance analysis is an integral part of the SPP (2.1a (3)). **Key organizational performance data, analysis conducted, and frequency are highlighted in Figure 4.1-2.** At its core, organizational performance results are compared with key measures, analyzed, and learnings are deployed throughout TCT. SLT is responsible for assessing organizational success, competitive performance, financial health, progress of Operational Plan KPMs, WAP and IAP completion, and rapidly responding to changing organizational needs. Each SLT member is responsible for the KPMs that align with their core competency and for providing input on all core competency measures. The Chief Quality Officer provides the data and support to make midcourse changes when required. Systematic performance review is a trait of high performing organizations, and TCT is no exception. Organizational performance reviews are systematically repeated and cascaded to ensure deployment throughout the organization.

The BOE reviews TCT's Operational Plan KPMs performance monthly and progress on selected WAPs. The day after each BOE meeting, the entire workforce meets for lunch at the Superintendents Forum. At the Forum, the Superintendent/CEO and the SLT cascade organizational learnings, share KPM Performance Review, Financial Measures Performance Review, and Key WAP Performance Reviews

#### 4.1c Performance Improvement

##### 4.1c (1) Future Performance

At TCT, we use trend and comparative analysis combined with examining external environmental forces to predict future performance. Trend analysis is the practice of collecting data and identifying a pattern, or trend, in the information. Visuals in the form of bar charts and spreadsheets, support the analysis of future performance. Each SLT, in collaboration with the CQO, is responsible for using performance review findings to project future performance for the measures aligned with their core competency and the workgroups they lead. Projections are aligned with the Operational Plan goals and their supporting initiatives. Measures are established based on competitive and comparative benchmarks to measure progress. After cycles of learning in FY14, a comparative benchmark was established for our Adult Average Wage KPM. Prior to FY14, we competed against our own measures without comparative benchmarks. The Average Wage benchmark is based on Top 5 Career Tech Center data measures from the ODCTE. If differences exist between performance projections for future performance and performance projections developed for key action plans, root cause analysis is conducted and action plans are revised to reconcile the differences.

Figure 4.1-2 Performance Review, Analysis, and Frequency

| Review Venue                                   | Purpose  | Analysis or Review Performed                                       | Frequency       |
|--|--|--|-----------------|
| State of the School Address                    | Superintendent/CEO presents the performance analysis and Operational Plan to all workforce members. Engages TCT Educators to achieve strategic objectives.   | Operational Plan Review  | Annually        |
| BOE Meeting                                    | The Chief Quality Officer presents the proposed Operational Plan and reviews the plan alongside the previous FY OP results   | Operational Plan Approval  | Annually        |
| BOE Meeting                                    | The Chief Quality Officer formally reviews KPM progress highlighting changing organizational challenges and success  | KPM Progress Review  | Monthly         |
| LT Team Meeting                                | SLT formally reviews KPM progress highlighting changing organizational challenges and success. LT Members share WAP progress.  | KPM Progress and WAP Review Midcourse adjustments or interventions | Monthly         |
| All Educator Superintendent's Forum            | This luncheon includes a presentation communicating our performance analysis comparing measures to data collected. Workforce members who are unable to attend the monthly Forum can watch via YouTube at a convenient time | KPM Progress Review and Intervention, if Required                  | Monthly         |
| Individual Workgroup Meetings                  | Each workgroup Director holds a monthly meeting to review overall WAP progress, potential adjustments strategy needed, and to discuss their impact and strategy to achieve the organizational KPMs.                        | KPM Progress Review, WAP review, and Intervention, if Required     | Minimum Monthly |
| SLT Individual Meeting with Superintendent/CEO | SLT each hold individual weekly meetings with the Superintendent. They alert him if measurement trends are not what was anticipated. The review process allows action plan changes to be implemented quickly               | KPM Progress Review, WAP review, and Intervention, if Required     | Weekly          |
| Workgroup Directors                            | Each SLT conducts a meeting with their Directors and Coordinators to review organizational KPMs and WAPs measured against goals  | KPM Progress Review, WAP Review, and intervention if required      | Weekly          |
| Supervisors CEO, SLT, and LT                   | Each supervisor conducts an individual performance review meeting evaluating both IAPs and PAs   | WAP, IAP, PA Review with intervention, if required                 | Semi-Annually   |
| All Workforce Members                          | Workforce have individual conversations with each other and supervisors regarding measures, status of achievement, and support required to achieve measures.   | KPM, WAP, IAP, and PA Review with intervention, if required        | Continuous      |

### 4.1c (2) Continuous Improvement and Innovation

**Continuous improvement and innovation are supported by using findings from organizational performance reviews to develop priorities for continuous improvement and innovation.** Organizational performance findings are monitored continuously with the end of our SPP cycle occurring at the end of our FY in June. Each July at LT Retreat, strategic opportunities (Figure 2.1-3) are identified by analyzing data to create innovative strategies that are aligned with Vision 2020. Opportunities not aligned with our Vision, Mission, Values, and Core Competencies are not pursued. For example, one of TCT's Values is Leadership by All. Leadership is part of our DNA as workforce members at every level can and do make suggestions for continuous improvement and innovation. In addition, our Leadership Value is a part of Workgroup, LT, and SLT meetings that include a leadership lesson that can be applied to daily work. These collaborative actions support our Leadership by All culture and have led to an innovation mindset.

**Innovation opportunities are deployed to our workforce using our Leadership System Step 7 (Figure 1.1-1).** Senior Leadership creates priorities for innovation by targeting educators' ingenuity as a response to goals that may be in jeopardy. Our goals cascade in importance starting with our Major Initiatives aligned with Vision 2020, then annual Operational Plan KPMs, next our WAPs, and finally the IAPs. For example in FY17, a Major Initiative under Fiscal and Operational Effectiveness was in jeopardy; the state of Oklahoma had its third consecutive year with a budget shortfall and the second straight revenue failure. A revenue failure is declared when state tax collections fall more than five percent

below estimates. As a public tax supported school, this means that – yet again – revenue that TCT had included receiving in our budget, will not be received. As a mid-course initiative, our Superintendent/CEO challenged educators to innovate and create ways that TCT could generate immediate local revenue. In addition, we also incorporate innovation through the workforce-led Bright Idea (BI) Process. The Bright Idea Process identifies which ideas are intelligent risks for pursuing improve processes, improve organizational effectiveness, generate revenue, or reduce costs (Figure 2.1-3). Vision 2020 includes a goal of having 25 BIs implemented annually. Four examples of game-changing innovation that TCT has implemented include:

- **Fiscal and Operational Effectiveness Core Competency - 💡 Free from Federal Funding –** We believe that we are the only public school in the nation to decline Federal Funding. We do not receive funding from Pell Grants, Carl Perkins Grants, food subsidies, Temporary Assistance for Needy Families funding, or any other federally-funded program or monies. The only exception is that we do accept Veteran's Administration funding for veterans who want to enroll in one of our instruction programs. TCT refusing to accept federal funds while increasing fund balance and locally controllable revenue allows us to better serve students and improve our bottom line.
- **Employee Development and Well-Being - 💡 Performance Pay for all levels of our Workforce –** Every full-time employee receives an annual bonus based on TCT's overall KPM performance, WAP performance, and their own IAP performance. Performance incentives are unheard of in

public education, and many of our colleagues said that it would be impossible to implement; we ignored the naysayers. A few schools may have performance incentives for SLT, but we have found none that give an annual monetary performance bonus to every workforce member including bus drivers, maintenance, food service, faculty, and administrative support.

- **Instructional and Learning Excellence - Flex Programs** – One of the advantages of being free from federal funding allowed TCT to create instructional programs for adult students that do not meet the federal 900 clock-hour requirement. Many occupation areas do not require 900 hours to be certified. Flex programs are designed for working adults. Programs typically occur two evenings per week and one Saturday per month for a typical academic school year, allowing adults to seek a better life through education while balancing work and family responsibilities.

**Deployment begins with the State of the School Address each August. Alignment with partner schools, partners, and collaborators is accomplished through the listening processes discussed in 3.1a.** The workforce member-led continuous improvement and innovation focused Bright Ideas process, emphasizes meaningful change to improve processes, improve organizational effectiveness, generate revenue, or reduce costs. The BI process is discussed in 2.1a.(2).

Major initiatives also represent innovation in practice, capitalizing on projects that are focused on our greatest Vision 2020 priorities for improvement. FY17 Major Initiatives include: earn the Malcolm Baldrige National Quality Award; Local Controllable Revenue of \$1,575,000; establish a Nowata Incubator Site; and be recognized as a top place to work in the United States. Other innovation priorities that TCT is currently pursuing align with our key strategic challenges (P2.-2) and include:

- SC1 – Deliver Beneficial and Relevant Instruction
- SC2 – Proactively Prepare for State Education Funding Reductions
- SC3 – Address Resource Gap for Students
- SC4 – Increase Workforce Satisfaction

### 4.2 Information and Knowledge Management

#### 4.2a Data and Information

##### 4.2a (1) Quality

Data and information are managed to verify and ensure their quality. For example, organizational data, such as financial transactions, HR employee records, student records, and email records are maintained and verified by constant monitoring via the SLT responsible for those specific measures. Additionally, data and information are widely shared through dashboards, Superintendent's Forum, Friday Announcements, LT meetings, SLT meetings, WAPs, and IAPs to ensure data and information quality. While most data and information are available throughout the organization, there is generally a single source or workgroup who is responsible for the input of said data and records to ensure their quality. KPM data are presented and reviewed on a semi-monthly basis by SLT, and monthly to LT, BOE, and individual workgroup meetings. This constant monitoring informs our operational decisions, and information that is not consistent or is skewed is verified immediately. For example, the Physical Plant workgroup relies on real-time data

from our air handling program to make adjustments to ensure comfortable temperatures; however, when readings fall outside of the expected range that triggers Physical Plant to manually and personally verify the temperature in the space by traditional methods. Lastly, the OOO monitors and audits all data and information quality.

##### 4.2a (2) Availability

The availability of organization data and information is presented in a variety of forums, as appropriate. Organizational KPM data are deployed in alignment with the organizational structure. SLT presents data to LT and the BOE. LT presents appropriate data and information to their individual workgroups. Workforce members also receive monthly updates at the Superintendent's Forum. Updated KPMs are readily available to the workforce and are presented monthly to the BOE. Detailed financial statements are provided to the BOE, with monthly budget updates given to the workforce. The annual budget is presented at a regularly scheduled BOE meeting that is open to the public. Availability of organizational data and information are ensured by Senior Leaders' Communication Processes (Figure 1.1-2) and data systems (Figure 4.2-1). The systematic use of multiple communication mechanisms and data systems help make needed data and information available in a user-friendly format and in a timely manner to our workforce, suppliers, partners, collaborators, students, and customers. For example, a student may access their academic record through the Achademix Student Record Data System, Student Services by asking a member of the workgroup, or by asking their teacher.

In the event of an emergency, TCT has plans to ensure that hardware and software systems and data and information continue to be secure and available to effectively serve students, other customers, and organizational needs. Data and information are stored off-site to be either accessed remotely via the Internet or restored on similar hardware to meet stakeholder data needs in time of crisis. In FY13, our emergency communication process was significantly improved by using emergency notification services from Blackboard Connect to deploy information to stakeholder phones, email, and mms text.

##### 4.2b Organizational Knowledge

##### 4.2b (1) Knowledge Management

**Knowledge management is the ongoing process of eliciting and communicating workforce knowledge from one area of the organization to another part of the organization. This knowledge transfer is conducted using technology, written documentation, and frequent face-to-face interactions.** Formal work processes are outlined on the password-protected TCT Intranet. Processes are added and updated as approved by SLT. Relevant knowledge and information is passed along to students, stakeholders, suppliers, partners, and collaborators using the communication methods in Figure 1.1-2. TCT heavily leverages technology and electronic resources to share knowledge. We use our website to communicate to students, suppliers, partners, other customers, collaborators, and stakeholders. Organization success measures, dashboards, course information, and annual TCT progress reports are among the numerous knowledge components available. The Marketing workgroup selects the appropriate means of communication and message appropriate for the audience. To the extent possible,



information essential to the organization’s operation does not reside only in one person and is well documented. **Data systems (Figure 4.2-1) assist in the collection, transfer, and blending of workforce knowledge.** During cycles of learning in FY15, knowledge relevant to our SPP and used in innovation was moved from Dropbox to Google Drive. The transition to Google Drive has been a catalyst for improving our organizational learning and collaboration with the ability to access knowledge from anywhere, on any device, at any time. **The assembly and transfer of knowledge for use in innovation and strategic planning is the responsibility of LT and SLT and included in our Technology Plan.** Assembling and transferring knowledge used for innovation and the SPP are predominately shared through the Google Drive and face-to-face-meetings. TCT has 35 regularly scheduled meetings monthly to communicate knowledge. These meetings include: Superintendent’s Forum, BOE monthly meetings, workgroup meetings, employee-driven committee meetings, LT meetings, SLT meetings, and Superintendent/CEO individual meetings with SLT. Workgroup directors are responsible for conducting innovation research as part of the planning for the WG POE. The WG POE is discussed in detail in 2.2a(1) Action Plans.

### 4.2b (2) Best Practices

Best practices are identified during WG POE and Program POE meetings; as well as TCT’s other performance review venues in the Study Phase of the SPP (Figure 2.1-1). Best Practices shared across workgroups to augment TCT’s continuous improvement efforts. Best practices are often shared during the performance review methods listed in Figure 4.1-2. Four factors are a catalyst to our best-practice sharing: 1) TCT Culture - One that is supportive of knowledge management and, particularly, knowledge sharing. 2) Organization Structure - transparent leadership, flat organizational chart, collaborative workgroup teams, and collective performance pay structure, 3) Key Performance Measures - Focus on sharing what matters most to TCT, and 4) Technology - Offer great advantages for sharing best practices through the use of internal

**Figure 4.2-1 Key Data System Overview**

| Data System                | Function  |
|----------------------------|---|
| Academics                  | Student information management system is designed for enrollment, grades, attendance, and communication with parents, teachers, and students.                                 |
| Blackboard Connect         | Communication system for workforce and students used for announcements via phone, email, and text. Improved the way we communicate rapidly during crisis and weather events.  |
| Canvas                     | Web-based open-source learning management system used by Tri County University to deliver instruction   |
| Center suite               | Workforce credit card information used for expense reports, BOE Reporting, and purchasing efficiency  |
| KPM Dashboard              | Google Sheet interface that somewhat resembles an automobile’s dashboard and continuously presents KPM up-to-date results in a way that is easy to read                       |
| Leave Scheduler            | Web-based leave management system. Reduced time and eliminated paperwork while keeping detailed   |
| TCT Intranet               | Web-based private online portal for supporting the TCT culture by housing TCT-specific documents, procedures, forms, and information.   |
| ADPC – Trends and Treasury | School accounting software including Purchase Orders, Requisitions, Checks, Payments, Vendors, Payroll, Financial & Payroll Reporting, Budgeting, Inventory, & Activity Fund. |

Intranet, Dropbox, Google Drive, and other technology tools. Workgroups that are high performing are identified through WAP results, WG POE process, and employee satisfaction assessments. The first level of best practice sharing occurs at our monthly LT meetings.

### 4.2b (3) Organizational Learning

**High quality organizational learning is embedded in the TCT culture.** As a high performing education organization, we are experts at our mission of “providing superior training.” This mission is executed both with our students and our workforce members. **Every workforce member has a learning component included on their IAP.** This component is aligned with the responsibilities of their jobs. Job development learning is focused on advanced licenses and certifications as well as college coursework. Emphasizing the importance of embedding learning in the way we operate is apparent in our Operational Plan KPMs. Three of TCT’s KPMs correspond with organizational learning: workforce professional development, workforce national licensure and certification, and workforce with bachelor’s degree or higher (Figure 7.4-15). Vital to organizational learning is the new workforce member orientation process fully discussed in 5.1a (2).

New educators gain insight into The Tri County Way at Tri County University (TCU). Initiated in FY15, TCU uses online courses intended to give a broad overview of our culture as articulated through our rich history, innovative practices, clear vision, guiding values, and Core Competencies. Learning modules for TCU include: student and community focus, Great Place to Work, continuous improvement, and leadership by all. Prior to TCU, onboarding was conducted solely by the Director of HR and was predominantly focused on matters of compliance.

At the core of faculty professional development are the Small Learning Communities (SLC). SLCs are a dominant influence in school improvement literature. SLCs are extended learning opportunities to foster collaborative learning among colleagues. SLC is teacher-led and is used to focus on targeted improvement areas. In addition to workgroup-focused organizational learning, school-wide workforce learning is planned and implemented by an educator-led Professional Development (PD) Committee. The PD Committee plans “Lunch and Learn Sessions” as well as other activities.

## 5 Workforce Focus

### 5.1 Workforce Environment

#### 5.1a Workforce Capability and Capacity

##### 5.1a (1) Capability and Capacity

**Assessing workforce capability and capacity is systematic (Figure 5.1-1) and essential to TCT’s attainment of our Vision and is a function of our Director of Human Resources.** One of our values is being a Great Place to Work, which reinforces the importance of hiring the right people for the right jobs. Our formal budgeting process, which begins in February of each year, is aligned with our capability and capacity processes and is a component of the WG POE detailed in 2.2a (1) Action Plans.

Workgroup directors assess capability and capacity and make recommendations for additional workforce and promotions. Salary increases are earned as part of the PA process, earning

of advanced degrees, and the earning of a national certification or license related to job responsibilities (Figure 7.3-1). Additional workforce recommendations by directors are accompanied by a job description and a detailed justification. Justification should include applicable measures and data including how the new positions would align with our long-term Vision 2020, increase productivity or efficiencies, or increase revenue. Workforce members' salaries and benefits are our largest expenditure, and adding new workforce is scrutinized closely. Following our systematic process the CFO, Director of Human Resources, and CQO assess the input from the WG POE process to review directors' recommendations. When a workforce need has been identified, efforts are made to consider integrating the responsibilities into an existing position whenever possible. Through our CEO's leadership, TCT strives to have "fewer, better jobs." This philosophy has served us well during a time of unprecedented state funding shortfalls. After recommendations are analyzed, decisions are made while considering the overall school budget. If a new position is approved, the Director of HR takes over the process and the hiring process is initiated.

**Evaluating skills, competencies, certifications, and staffing requirements is determined by the affected workgroup**

**Figure 5.1-1 Workforce Development Process**



director in collaboration with the Director of Human Resources. Ensuring the TCT faculty and workforce are appropriately certified or licensed is an integral part of the hiring process beginning with the job description itself. TCT utilizes the Halogen HRIS for applicant tracking, which allows us to focus on finding the right people. All TCT job descriptions list the required education, certifications, and licensures needed to fill the open position. Applicable certifications must match specific jobs, and viable candidates for open positions must possess the required certification. Education transcripts and proof of licensure are collected and kept on file for each workforce member. TCT also receives an annual visit from the Oklahoma SDE Accreditation Officer each spring who reviews faculty licensing and certification records for compliance.

**5.1a (2) New Workforce Members**

The hiring and placing process at TCT is systematic and utilizes Halogen HRIS to manage the hiring process and approvals. The goal is to find a suitable candidate for not only the position but also a fit with the TCT culture and values. A hiring team that includes the supervisor of the open position, the Director of Human Resources, and up to two other TCT workforce members conduct first interviews with the prospective new workforce member. Once the team has narrowed down their list of candidates to a finalist or two, a second interview is held with the supervisor and the Superintendent. They either determine the best candidate at that time or continue the search until they find someone they feel will be best suited for the job and fit with TCT as a whole. When needed, TCT has a recruitment incentive in place in which TCT workforce members receive a designated amount, up to \$500, if they recruit a new workforce member to an open position and the candidate is hired. This incentive process has led to several new workforce members being hired that fit TCT's culture.

Just as hiring and finding the new employee is intentional, so too is integrating her/him into the TCT culture – the “Tri County Way.” Upon joining the TCT family, the new employee spends a few hours as a student of Tri County University (TCU) where they gain insight into the Tri County Way. This online course is intended to give a broad overview of the TCT culture as articulated through our organization's rich history, innovative practices, clear vision, guiding values, and strategic aims. Learning modules in Tri County University include: student and community focused, great place to work, continuous improvement, and leadership by all. In addition to TCU, every new employee participates in a New Employee Orientation and Onboarding process. This process includes learning about TCT's culture, Vision, Mission, and Values. TCT begins this process before the new workforce member starts their tenure at TCT through Halogen HRIS learning and development modules created by our HR Director. The Director of HR also meets with the new workforce member face-to-face during their first week of employment. New workforce members formally meet with their supervisors two times that year for a performance appraisal, during which the employee learns where they can grow and in what areas they excel. At that time, the new employee can also express any concerns or questions he or she may have regarding the position, workgroup, or the organization.

TCT is committed to creating a culture that values diverse ideas, cultures, and thinking. This is an integral component of creating learning communities and environments where people feel safe, respected, valued, and empowered to reach their full potential. TCT values the contributions of women to our workforce. With family-friendly policies and promoting women to SLT positions, in FY16 we were honored by *Fortune Magazine's* GPTW as being a Great Place to Work for Women. Winning a spot on this prestigious list indicates that TCT has distinguished itself from peers by being a great place to work for women, and as a workplace where women have high representation in the total employee population and in management positions. TCT has a woman majority SLT. Additional hiring processes are outlined in TCT's Board of Education Policy Section 6, Page 24. The policy includes

requirement for non-discrimination, procedures for advertising open positions, and procedures for hiring certified and support personnel. BOE Policies are reviewed annually and updated according to Oklahoma state laws and improved practices.

### 5.1a (3) Workforce Change Management

TCT believes in a transparent work environment where change, capability and capacity are continually communicated with the workforce. TCT's Superintendent/CEO hosts a Forum once a month in which the SLT address personnel changes, Board meeting updates, financial reports, upcoming events, major initiative updates, and more. A formal LT meeting is conducted monthly to update directors about any potential workforce changes including retirements, resignations, and terminations. After the meeting, LT deploys learnings from the meeting to their respective workgroups. This cascading communication is systematically reinforced by posting LT meeting minutes on the intranet site and in Google Drive. A faculty meeting is held the second Monday of each month for information continuity, communication deployment, and WAP goal progress. Faculty meetings review WAP and KPM goal progress, important dates, professional development, and any mid-course adjustments or changes that may be required. Minutes from these meetings are emailed to the faculty and placed in Faculty Google Drive. In addition, the third Monday of each month is when our teacher-led Small Learning Communities meetings are held, giving faculty an opportunity to share best practices, collaborate, and ask for assistance with challenging issues. There are five groups within the SLC with six to seven faculty members per group. Additional communication through the Friday Announcements, the TCT all-workforce weekly newsletter, is also a main tool for communicating changing capability, and capacity needs.

TCT has been astutely cognizant of revenue and expenditures during the tough economic times in Oklahoma and our nation. During these times, the Superintendent/CEO has prepared our workforce for changes in organizational structure and displayed unprecedented transparency concerning funding levels. His expressed commitment to ensuring every workforce members' job remain intact, regardless of the economy has united the workforce to create a balanced budget that continues to focus on instructional excellence and enrollment growth (Figures 7.5-9). As enrollment grows through new program development in high school and adult programs, faculty are proactively hired in the spring prior to school starting in the fall. This allows for training and planning to occur before school starts. As enrollment grows and courses are developed for Community Education, adjunct faculty are hired after course demand is created. This type of system is likened to a Pull Inventory System in manufacturing. The adjunct faculty utilized in Community Education are not actually hired until the course is finalized. Many full-time HS and adult faculty also serve as adjunct faculty to earn extra money and to fulfill a community need.

### 5.1a (4) Work Accomplishment

Our workforce is organized and managed in workgroups that are aligned by Core Competencies. A Senior Leader manages workgroups that are aligned with their applicable core competency. For example, our CFO and Director of

Operations leads the Fiscal and Operational Effectiveness core competency. The workgroup directors she supervises include Business Office, Physical Plant/Technology Services, and Culinary Arts/Events and Hospitality Services. Our work is accomplished with a fun-loving spirit focused on extraordinary outcomes. TCT organizes social activities and family events that encourage teamwork and collaboration. The TCT workforce cares about each other inside and outside of our work responsibilities. This unique camaraderie combined with a focus on students is driven by our singular effort towards our Vision and Mission. In non-Baldrige terms, we are all "rowing the boat in the same direction." More details concerning work accomplishment alignment are detailed in 2.2a (1) and 4.1a (2).

The IAP is the system for TCT workforce members to exceed performance expectations and to accomplish our work. The purpose of the IAP is to align individual action plan goals with WAPs, which are aligned with Operational Plan KPMs. The IAP is a component of each workforce member's performance incentive bonus, which represents actions above and beyond typical daily job expectations. The IAP is developed to exceed performance expectations above the job description. The IAP gives the TCT educator an opportunity to grow and heighten their current skill set, which is an advantage for both the employee as well as the organization. Every level of the TCT workforce is eligible for a performance incentive monetary bonus based on the results of their IAP. The IAP completion percentage is tracked in our Halogen HRIS and is determined by the applicable workgroup director. A workforce member can earn a bonus anywhere from 0 – 100% of their potential. Bonus potentials are designated by a percentage of salary based on employee classification. For example, a SLT's maximum bonus percentage may be 4.5% of their salary, and a director's potential may be 4% of their salary. The performance incentive is in addition to any raise that the workforce member may earn. Faculty are given an opportunity to earn a bonus through the Faculty Individual Action Plan. This system is based on quantitative data measuring student achievement and individual teacher performance with the same criteria for every faculty member. Measures included on the FY17 Faculty IAPs include: Student Retention or Completion, Student Placement after Graduation, Student Industry Certification or ACT WorkKeys CRC Pass Rate, Student Community Leadership Activities, Student Community Service Activities, Program Enrollment vs. Capacity Percentage, and Faculty Professional Development Plan Completed. Several "bonus points" are available to Faculty for Master's Degrees, National Board for Professional Teaching Standards Certification, Chairing a Committee, etc. The innovative Faculty Performance Pay IAP is virtually unheard of in the education industry and has been shared numerous times at State Meetings, National Conferences, and the Oklahoma State Legislature.

TCT capitalizes on our Core Competencies through our organizational alignment. Core Competencies are a measurable component of our OP allowing us to not only capitalize on our strengths but also incentivize the attainment of Core Competencies through our annual performance bonus. Our workforce reinforces a focus on students and student learning through our 14 Operational Plan KPMs, which align with each of our four Core Competencies. Seventy-five

percent of these KPMs are tied directly to the success of our students. **Lastly, our workforce is managed to exceed performance expectations through our Vision 2020 aspirations.** Accomplishing all of the Strategic Objectives outlined in Vision 2020 will be the ultimate accomplishment of exceeding performance measures.

### **5.1b Workforce Climate**

#### **5.1b (1) Workplace Environment**

**Health, security, and accessibility processes fall under the core competency of Fiscal and Operational Effectiveness.** Work space conditions related to health and accessibility are closely monitored by the Physical Plant Workgroup (Figure 7.1-22 and 7.3-6). TCT's Board of Education Policy, Section 6, Page 66 outlines health and safety procedures and standard practices, including policies for workers' compensation. TCT has an on-site Fitness Center for use by workforce and students free of charge. The Fitness Center is managed by our Fitness Specialist, who supports our workforce health through fitness assessments, improvement plans, and workforce fitness classes. Periodic inspections allow staff to address environmental factors such as inadequate lighting, ventilation issues or safety matters before they develop to significant concerns. At the request of workforce, or if an immediate concern is identified, air quality sampling and lighting levels are measured and compared against acceptable standards, and local work space temperatures are adjusted to suit the requirements of the activities taking place. Additionally, physical plant conducts semi-annual asbestos inspections to ensure the integrity of insulating materials. An evolving asbestos management plan addresses required action steps in the event of an issue. Through TCT's strategic partnership with Steelcase, office and classroom furniture is being upgraded to ergonomically sensitive furniture to further ensure the health of occupants. Experts from accreditation agencies for specific program areas assess the health and safety of these program areas and make specific recommendations to ensure the quality of these spaces. Accessibility of the workplace is ensured through compliance with ADA Accessibility Guidelines (ADAAG). As buildings and spaces are remodeled, areas are brought in to compliance with the most current ADAAG, under the direction of licensed architects. Accessible parking, entrances, and restrooms are located throughout the campus; required door opening force is periodically measured, and doors are adjusted to fall within acceptable standards. Lighting levels are monitored to ensure adequate illumination is provided. Bold and visible signage is present, as well as Braille indicators to direct customers and workforce. Emergency strobes are present throughout campus for notification of situations to hearing impaired customers and workforce. The campus is accredited for Civil Rights compliance in these areas through the Oklahoma Department of Career Tech.

Safety factors and key measures are illustrated in Figure 6.2-1. Processes in place to ensure preparation for emergencies are outlined in the Crisis Communication Plan. In FY15<sup>20</sup>, the Crisis Plan was tested by a drill simulating an active shooter on campus. The drill experience included SWAT and law enforcement officers from the community. The experience not only helped TCT be more prepared in the event of an actual crisis, but was also a training opportunity for law enforcement.

During the cycles of learning after the drill, a BI was submitted regarding the creation of an emergency supply kit. This "Go Kit" contains items that would be required during an extended lockdown situation.

#### **5.1b (2) Workforce Benefits and Policies**

**Tri County's workforce is supported via BOE policies, procedures, and benefits listed on the TCT intranet site.** We strive to maintain a benefit package that exceeds the expectations of workforce. Benefits are reviewed annually by the Director of HR using inputs from the Society of Human Resource Management (SHRM), Great Place to Work (GPTW) Assessment, and other environmental scans. Recommendations for benefit updates are made as part of the Human Resource (HR) WG POE meeting held in March of each year. Workforce members can access any of the BOE policies at any time through the intranet site. Policies are reviewed for updates as legislation and situations change. TCT's law firm and the Office of Quality review all policy changes before presentation to the BOE for approval. A hard copy BOE policy book is also located in the Superintendent/CEO's office. TCT procedures are aligned by core competency and are reviewed at least annually or as the need arises. New procedures are approved by SLT and reviewed with LT before becoming official. There are 43 procedures currently posted on the intranet site.

**Tri County offers numerous benefits for workforce members and tailors benefits for the needs of a diverse workforce and different workforce groups and segments.** For example, if you are a working parent, TCT provides one of the greatest benefits there is: discounted childcare at our three-star, NAC and NAEYC-accredited Child Development Center (CDC). Not only voted by the population of Bartlesville, OK, as the best in the city, the CDC cares for educators' children at half the public price. Educators also have access to their children for nursing or visits during the workday. Twenty children attending the CDC are grand-children and children of workforce members. Additionally, CDC provides a camp for school-age children through the summer months. Tri County will reimburse a portion of the cost of approved job-related courses taken at accredited institutions. Educational assistance is available to full-time workforce members on the payroll at the time of course enrollment. Workforce members will be reimbursed up to \$2,500 per year. Participants must meet the minimum requirement of a "B" grade or better upon completion of the course to be reimbursed. Although all full-time workforce members are a part of the Oklahoma Teachers Retirement System paid by TCT, the BOE provides an additional employer-sponsored savings plan to encourage workforce members to save for the future. The TCT match is dependent upon the availability of funds and is at the discretion of the BOE. In FY17, the amount of potential match is 2.5%. Additional workforce health benefits include flu shots administered on campus, healthy potluck meals, and group fitness classes at lunch and after school. **Figure 5.1-2, summarizes TCT's key workforce services, benefits, and policies.**

### **5.2 Workforce Engagement**

#### **5.2a Workforce Engagement and Performance**

##### **5.2a (1) Organizational Culture**



The distinctive characteristics of TCT's culture can be summed up in four words, "The Tri County Way," which is "Who we are, what we do, and how we do it." Our culture is fostered through open communication, high performance, and engagement. For example, the monthly Superintendent's Forum engages the TCT's workforce in high performance. All workforce members attend the Forum and enjoy free lunch while the Superintendent/CEO and SLT review KPM status, personnel changes, BOE meeting updates, financial status, award Bright Ideas and White Bisons, and have fun. In addition, the Friday Announcements (an electronic newsletter) is deployed weekly via email to all TCT workforce members, BOE members, and short-term instructors. Friday Announcements are divided in four sections organized by each of our Core Competencies. **TCT benefits from diverse ideas, cultures, and thinking through educator involvement in one of our working committees.** Workforce members may volunteer to serve on one of the committees – Bright Ideas, Professional Development, Employee Satisfaction, Student-of-the-Month, and Community Relations. The workforce is empowered by an Open Door Program where any workforce member is free to speak up about solutions to problems. The doors of the SLT and LT offices are literally open to allow workforce access. Additionally, TCT is a Google organization with shared calendars and files. Scheduling a meeting with anyone is very easy and was taught to the workforce to be a further catalyst of openness.

#### 5.2a (2) Drivers of Engagement

**HR in conjunction with SLT determines the key drivers of workforce engagement and the drivers for different workgroups and segments.** Using research from Great Place to Work, SHRM, and workforce input through the Employee Satisfaction Committee (ESC), key drivers of engagement are determined. Key drivers include Credibility, Respect, Fairness, Pride, Rewards, and Camaraderie (Figures 7.3-12 through 7.3-16). The Employee Satisfaction Survey is distributed annually during the Spring Semester of each year. Survey results are segmented by workgroup and demographic data. At TCT, work is more than just a "job." According to the Great Place to Work Trust Index survey, 92% of TCT's educators feel their work has special meaning, that this is not "just a job." The Superintendent/CEO helps define our greatest purpose with the motto, "If you're not helping a student, help someone who is." Indeed, the students are the reason why our educators do what they do, and our students' successes are why we love what we do. Healthy, happy, and respected employees create and contribute to our thriving organization. Every educator plays a vital role in furthering our vision to inspire life changing learning experiences. This connectedness to the vision is neither contrived nor forced; at Tri County Tech, each educator genuinely cares with every educator striving to be the best for the sake of others.

#### 5.2a (3) Assessment of Engagement

TCT believes that workforce engagement is critical in addressing our strategic challenges. Data are systematically analyzed to monitor engagement. During FY14 cycles of learning<sup>2</sup>, we moved from the Oklahoma-based Best Places to Work assessment instrument to the nationally benchmarked

Great Place to Work (GPTW) Institute assessment. The **Employee Satisfaction Survey (ESS) is the major assessment of key elements affecting workforce engagement. The ESS online assessment is administered by Fortune Magazine's GPTW Institute.** GPTW conducts the most extensive employee survey in corporate America. The survey asks questions related to employees' attitudes about their workplace experience. The program also analyzes responses of a culture audit, which includes detailed questions about pay and benefit programs and a series of open-ended questions about hiring practices, methods of internal communication, training, recognition programs, and diversity efforts. **Assessment methods and measures are consistent across workgroup and segments to improve data reliability.** GPTW has a highly rigorous methodology reviewing these submissions and scoring them on key practice areas. Using the overall results of the GPTW assessment in FY16, TCT was honored to be recognized as one of the top 100 Best Places to Work. Utilizing a third-party surveyor has been effective in receiving honest feedback from the workforce. After the Human Resources Director receives and reviews the results of the ESS along with the Employee Satisfaction Committee, the information is then shared with the SLT. They discuss any issues that need immediate attention. The Human Resources Director then shares the findings with the LT. At that time, the ESS goes to the ESC that reviews all the results and makes decisions regarding employee-based events for the fiscal year. Aligned with TCT's value of being a "Great Place to Work," we have a Vision 2020 goal of being named as a top place to work in the United States.

**Other measures used to assess and improve workforce engagement include Employee Retention (Figure 7.4-18) and Staff Health Indicators (Figure 7.3-6).** For example, our Accident, Incident, Theft and Crime reports are analyzed by SLT at their regular meetings. If SLT determines that there is a need for increased safety measures in a particular area, changes will be made, and the safety concern would also be a topic for safety training.

#### 5.2a (4) Performance Management

**Performance Appraisals (PA) along with the IAP, are utilized to manage workforce performance to support high performance and workforce engagement.** PAs are held a minimum of two times per year with an employee and their immediate supervisor. During the PA process, the employee reviews areas in which they might need improvement and receive recognition where they excel. The PA was created to serve as a learning tool and employee development mechanism. Unlike most government agencies and education institutions where raises are based on longevity<sup>3</sup>, **TCT uses the PA score as the basis for employee annual raises. This innovative practice is unheard of in educational institutions.** Education organizations typically give step raises annually based on years of service.

**Reward, recognition, and incentive practices are used to support high performance and workforce engagement.** For example, white bison are very rare and are a symbol of strength and unity in the Native American Culture. Much like Tri County's values - which give the strength and unity to TCT - the White Bison award recognition was created. Workforce

members nominate their co-workers for the White Bison award when they see them go above and beyond their every day job duties by demonstrating an action reflective of our values. Recipients of the White Bison are acknowledged in the weekly Friday Announcement newsletter and at the monthly Superintendent's Forum. An additional reward and incentive practice occurs annually at the May workforce celebration. Workforce members receive Service Awards for longevity and retirement including Wall of Commitment honorees. Wall of Commitment honorees are those workforce members who have served TCT a minimum of 20 years.

**Intelligent risk taking to achieve innovation is achieved through our Bright Idea Process.** The Bright Idea (BI) process allows all workforce members to make suggestions for the improvement of processes, cost savings or revenue-generating ideas, and for new and innovative initiatives (Figures 7.1-19 through 7.1-21). The ideas are then reviewed by the BI Committee. BIs approved by the Committee are submitted to SLT. SLT has the final approval for ideas to be implemented. Additional innovation involving risk taking occurs at the semi-annual LT Retreats. At these retreats, data are analyzed with action plan discussions to create innovative performance improvements. **Focus on students, other customers, and student learning is achieved through our Operational Plan KPMs aligned with workforce compensation and student results.**

**Achievement of action plans supports high performance and engagement at both the workgroup and individual levels.** WAPs encourage team performance and support engagement through WAP metrics and activities. IAPs support performance management and workforce engagement focused on measurable goals above and beyond an individual's job description. Each employee's IAP is not only a factor of their bonus calculation, but is also a component of the PA. The IAP is aligned with Core Competencies including the Instructional and Learning Excellence core competency.

## **5.2b Workforce and Leader Development**

### **5.2b (1) Learning and Development System**

**TCT systematically identifies a Learning and Development System (Figure 5.2-1) supported by Professional Development (PD) goals created by all employees during the IAP development process.** The workgroup director determines opportunities for both workgroup and individual professional development. TCT's Learning and Development System also supports the organization's needs and the personal development of our workforce. The Professional Development Committee – led by workforce members – analyze, design, and implement, and evaluate learning activities that support the organization's needs. In addition to meeting the requirements of their professional development plan, the faculty is required by BOE policy to complete 20 hours of technical update training each school year. The update training is designed to enhance classroom or lab instruction. Technical update training allows faculty to keep current with the leading-edge technologies and techniques.

**The Learning and Development System that supports organizational performance improvement, change, and innovation begins each August when the Superintendent/**

**CEO hosts a breakfast and State of the School Address for all workforce members.** The address includes an overview of Vision 2020 progress, strategic challenges, and Core Competencies that drive the organization. KPMs for our OP that were developed through the strategic planning process summer retreat are also outlined for the workforce. This inspiring "Call to Action" is the catalyst for annual innovative WAP development.

**Ethics and ethical business practices are supported by a written Code of Ethics which includes seven behavioral questions that promote legal and ethical behavior.** The Code of Ethics is part of TCT's Board of Education Policy, Section 1, Page 7. The Ethics Code includes: students and clients' success, accountability, conflict of interest, honesty and integrity, communication, professional responsibility, ethical checklist, and a statement indicating the TCT workforce member will obey and support the Constitution and laws of the State of Oklahoma and the United States of America. This code is signed annually and is a part of the new employee onboarding process. Similarly, an Internet Conduct Agreement plus Policies and Procedures are signed upon hire supporting the expectations for ethical practices. **To improve focus on students and other customers, the WAP establishes goals applicable to their workgroup and aligned with each core competency including Instructional and Learning Excellence.** For example, the Faculty WAP utilizes Tech Centers That Work (TCTW) survey data. The TCTW data identify opportunities for improvement using faculty feedback, student surveys, and test results. The Faculty workgroup, led by the Director of Instruction, analyzes the data and creates a WAP for the following school year. This action plan has resulted in faculty professional development themes such as a focus on numeracy, guidance services, and an overall campus-wide customer service improvement.

**The Learning and Development System ensures the transfer of knowledge from departing or retiring workforce members is illustrated in Figure 5.1-1 under the "Act" Phase.** TCT recognizes the value of the knowledge of departing and retiring employees. The succession plan that TCT has in place is key in transferring knowledge from workforce members who may retire or resign. The succession plan is also key in training specific workforce members for positions when educators have a planned separation from TCT. Departing workforce members train the designated workforce members who are in key positions. SLT identifies the successor with as much lead time as possible. If internal workforce members do not possess the skill sets required for the position, then the position will be posted externally. Workgroups also cross-train within their team so others are familiar with critical skill sets. For critical positions, efforts are made to hire the new replacement before the retiring employee departs. In addition, when an internal applicant meets the job requirements, TCT hires from within, making the transfer of knowledge process more efficient. We also have an exit process where each employee meets with HR prior to leaving to ensure that critical information is collected from them and transferred to the newly hired employee.

**The Learning and Development System ensures reinforcement of new knowledge and skills on the job.** Workforce members are encouraged to attend training that will

develop leadership skills aligned with their IAP goals established in collaboration with their supervisor. Pursuing higher education is the ultimate expression of an educator's commitment to leadership growth. For this reason, TCT fully supports and promotes an educator challenging themselves professionally by "going back to school" and is committed to sharing some of the tuition costs of that endeavor (Figure 7.3-11). Examples of additional leadership development training includes CareerTech Women in Leadership, Leadership Bartlesville, TechCap for potential CareerTech Administrators, Leadership CareerTech, Baldrige Examiner Training, Student Services Endorsement for Guidance and Enrollment Services Workforce, and National Tech Centers That Work Conference.

### 5.2b (2) Learning and Development Effectiveness

Learning and development effectiveness is correlated with KPMs that are aligned with our core competency of Employee Development and Well-Being. Four key organizational results are directly correlated with findings from our assessment of workforce engagement: **Workforce Retention Rate, Workforce Professional Development, Workforce National Licensure and Certification, and Workforce with Bachelor's Degree or Higher.** These correlations are used to identify opportunities for improvement in workforce engagement, and learning and development offerings. In addition, in FY16<sup>5</sup>, TCT implemented a new comprehensive HRIS system. Through a cycle of learning, a PIT was formed to research and recommend a HRIS System. Prior to FY16, TCT collected HR data on paper forms and excel spreadsheets. After analyzing several systems, Halogen was selected as our HRIS. **The Halogen HRIS has helped us improve and identify opportunities for improvement in workforce engagement, and learning and development offerings directly connecting to our IAPs and PAs.** The Halogen Performance Appraisal (PA) tools helps directors have quick online access to results from self-evaluations, past appraisals, talent profiles, employee IAP goals, and development plans. The Halogen HRIS connects learning modules to gaps in performance. Using award-winning learning and development from the DDI Learning Library our ability for increasing the effectiveness of our learning systems will increase.

### 5.2b (3) Career Progression

**TCT manages career progression by encouraging workforce members to attain degrees, licenses, and certifications aligned with their future aspirations.** For example, three members of SLT are currently pursuing their Superintendent's Certificate in order to be prepared should an opportunity arise. In addition, during workforce members' one-on-one meetings with the Superintendent, he specifically asks about their future aspirations so he is aware of their goals and plans at TCT. This is used when evaluating an employee's potential for filling new or vacated positions. **Career development is also a component within our HRIS Halogen, systematically matching employees' credentials with open positions.** TCT's Superintendent/CEO and BOE believe succession planning is critical to the long-term success of the organization. TCT encourages workforce to pursue continuing education by paying up to \$2,500 per year to assist workforce in paying

college degrees (Figure 7.3-24). Directors and SLT are expected to hold a minimum of a Master's degree. **A written confidential succession plan is in place that includes the Superintendent/CEO and each SLT alongside those internally who possess the requirements of the position.** Annually, the Superintendent/CEO reviews and updates the Succession Plan accordingly and presents it to the BOE.

## 6 Operations Focus

### 6.1 Work Processes

#### 6.1a Program, Service, and Process Design

##### 6.1a (1) Determination of Program, Service, and Process Requirements

Key educational programs and work process requirements are aligned with our Core Competencies, determined using a data-driven system and focused on long-term Vision 2020 objectives with shorter-term annual Operational Plan Key KPMs. The first step in determining program and service work process requirements is the WG POE meeting. Each workgroup director creates high-level process maps and discusses requirements during individual director meetings held with the OOQ. Using color coded Post-It notes, each director maps out processes under their direction. The Post-It notes are attached to the walls in the OOQ Learning Lab allowing LT to view each other's processes and linkages. The purpose of process mapping is to improve efficiency, provide insight into process requirements, increase communication, and provide process documentation. Process mapping also identifies unnecessary activities, process ownership, and effectiveness measures. SLT members are the ultimate process owners who have approval over the requirements of each process. The SLT owner is responsible for refining processes in response to opportunities for improvement. PITs are created as a catalyst for cycles of organizational learning, including opportunities for innovation. Process improvements are reviewed and approved by the SLT. After SLT approval, results are first shared with LT, if applicable sent to our BOE for input and approval, and finally, using multiple communication mechanisms, deployed to the workforce, students, and other other stakeholders.

##### 6.1a (2) Key Work Processes

Figure 6.1-1 illustrates our key work processes, SLT process owner, key requirements, and key measures for these work processes. Procedures have been developed for many processes using a standardized procedure template. SLT is the champion for each procedure with the responsibility of developing or modifying procedures based on feedback from WG POE meetings. After the procedure is developed or modified, it is then sent to the entire SLT for approval. The new or modified procedure is first communicated at the monthly LT meeting and then deployed to workforce. The template for procedure development and approved procedures are posted on the intranet for all workforce members to reference.

##### 6.1a (3) Design Concepts

**Educational programs, services, and work processes are designed using student, workforce, and stakeholder**



**Figure 6.1-1 Key Work Processes, SLT Process Owner, Key Requirements, and Key Measures**


| Key Process                            | Process Owner                          | Process Requirements                         | Key Measures                           | Results              |
|--|--|--|--|----------------------|
| <b>Key Education Program Processes</b> |  |  |  |                      |
| Instructional and Learning Excellence  | Chief Instructional Officer (CIO)      | Program Goals Met                            | Student Completion/Retention Rate      | 7.1-1                |
|  |  | Adult Student Requirements Met               | Adult Student Average Wages            | 7.1-9                |
|  |  | High School Student Requirements             | High School Continuing Education       | 7.1-10               |
|  |  | Student Goals Met                            | Student Satisfaction                   | 7.2-7                |
|  |  | Meeting regulatory requirements              | Mandatory State Program Accreditations | P.1-4 and 7.4-9      |
|  |  | Exceeding regulatory requirements            | Voluntary Program Accreditations       | Figure 1.1-2 & 7.4-9 |
|  |  | College and Career Ready Students            | HS Continuing Education                | 7.1-10               |
| <b>Key Support Processes</b>           |  |  |  |                      |
| Child Care Services                    | Chief of Staff & Director of Marketing | Increase Locally Controlled Revenue          | Revenue Generated                      | 7.5-4                |
|  |  | Workforce Satisfaction                       | This is a "Great Place to Work"        | 7.3-18               |
| Community Education                    | Chief Instructional Officer            | Community Involvement with TCT               | Total Customer Enrollments             | 7.5-9 through 7.9-12 |
| Student Services                       | Chief Instructional Officer            | Appropriate program/course placement         | Revenue Generated                      | 7.5-4                |
|  |  | Student Requirements Met                     | Student Retention/Completion           | 7.1-1                |
|  |  | Connection to resources                      | HS Student Continuing Education        | 7.1-10               |
|  |  | Program success                              | Adult Student Average Wages            | 7.1-9                |
| Event Services                         | CFO and Director of Operations         | Meet Community Requirements                  | Other Customers – Event Participation  | 7.5-12               |
| Financial Services                     | CFO and Director of Operations         | Budget Cycle and Planning                    | Fund Balance                           | 7.5-3                |
|  |  | Fiscal Results Reporting                     | BOE Meeting Meetings                   | 7.4-9                |
|  |  | TCT Financial Aid process                    | Foundation Student Support             | 7.1-11               |
|  |  | High Ethical Standards                       | Audit Results                          | 7.4-9                |
| Human Resources                        | Chief of Staff & Director of Marketing | Recruitment and Retention                    | Workforce Retention Rate               | 7.4-18               |
| Marketing and Communications           | Chief of Staff & Director of Marketing | Concise and Timely Deployment of Information | GPTW "Keeps Me Informed"               | 7.4-1                |
| Physical Plant                         | CFO and Director of Operations         | Engaging and Safe Learning Environment       | Emergency Drills                       | 7.1-22               |
|  |  | Timely Response to Requests                  | Response Cycle Time                    | 7.1-22               |
| Strategy Center                        | President Strategy Center              | Increase Local Controllable Revenue          | Revenue Generated                      | 7.5-4                |
|  |  | Strategy Center Utilization                  | TSC Customers                          | 7.5-11               |
| Strategy Development / Implementation  | Chief Quality Officer                  | Long-term Vision 2020 Progress               | Vision 2020 Completion                 | 7.4-16               |

requirements and are refined during the Program Plan of Excellence Review Process and the SPP. TCT's process for Work Process Design and Improvement is illustrated in Figure 6.1-2. For example, the SLT process owner for designing education programs and services is the Chief Instructional Officer and Strategy Center President who determines the requirements of each process. Innovation occurs when systems have breakthrough refinement in response to opportunities for improvement (Figure 6.1-3). Results are shared by SLT using multiple communication methods (Figures 1.1-4).

### 6.1b – Process Management and Improvement

#### 6.1b (1) – Process Implementation

Daily process measures have allowed us to rapidly make midcourse adjustments and improve the quality of outcomes and performance of our education program and services. After SLT approves an action plan adjustment,

adjustments are first shared with LT, and then deployed using multiple communications mechanisms to the workforce, students, and other stakeholders affected. For example in FY16 , early projections indicated that Community Education might not meet its key requirement measure for revenue generation. In a time of unprecedented state budget cuts, our locally controllable income sources became vital to the financial viability of our overall operations. Creating an organization-wide mid-year renewed emphasis on Community Education enrollments and revenue was deployed (Figure 7.5-7).

#### 6.1b (2) - Support Processes

Support processes are determined to maintain efficient and effective operations and to provide resources for the workforce in support of student success. Our Superintendent/CEO has a mantra that guides our focus for support processes,

“if you are not taking care of the students, then take care of someone who is.” We determine our key support processes based on whether they support our Instructional and Learning Excellence processes. Process owners, key requirements, and key measures are outlined in Figure 6.1-1. We ensure key support process requirements meet organizational requirements using input from students, the workforce, partner schools, and other stakeholders. Our SPP, KPM results reports, and SLT and LT discussions are used to systematically improve performance of support processes through WAPs. Workgroup directors monitor metrics for their respective workgroups in real time. SL meets bi-monthly to review KPM and workgroup goals progress. Monthly reporting at LT meetings and BOE meetings helps to ensure operations are meeting key process requirements. In addition, workgroups post WAP performance on “up arrow” bulletin boards outside of their offices to keep the workforce up-to-date on how their team is performing toward workgroup goals. Organizational KPMs are presented on the OP located on the “up arrow” bulletin boards, intranet, and Google Drive. Strategies, action items, and target dates for supporting the organizational KPMs are listed on WAPs.

**Figure 6.1-2 Process Design & Improvement**



**6.1b (3) Program, Service, and Process Improvement**

SLT has a systematic process for improving work processes to increase student learning, improve educational programs and performance, enhance Core Competencies,

and reduce variability. The Chief of Staff and Director of Marketing and the CFO and Director of Operations are the process owners for improving work processes. When a work process is improved, the process owner first determines what components of the work process require improvement. For example, during the FY15 cycle of learning, it was determined that our Human Resources Management System was antiquated and prevented us from obtaining real-time actionable improvement data. In FY16, a budget priority was the purchasing of a cloud-based Human Resources Information System (HRIS). Next, input was obtained from stakeholders regarding the requirements of the system. Potential systems were researched, looking first at HRIS that MBNQA recipients utilized. A system was selected matching requirements to our budget, and a plan for deployment was created. Process owners evaluate deployment for effectiveness through HRIS utilization and other feedback. Work processes are reviewed annually during the beginning of the budget cycle to determine if they should be completed internally or outsourced. Cost effectiveness, regulatory compliance, skills, resources, and staffing levels are assessed to determine if our workforce should be utilized for these processes or if contract services should be sought. For instance, contract services are used for custodial work due to cost effectiveness and the difficulty in finding workforce members willing to do the work.

**6.1c Supply-Chain Management**

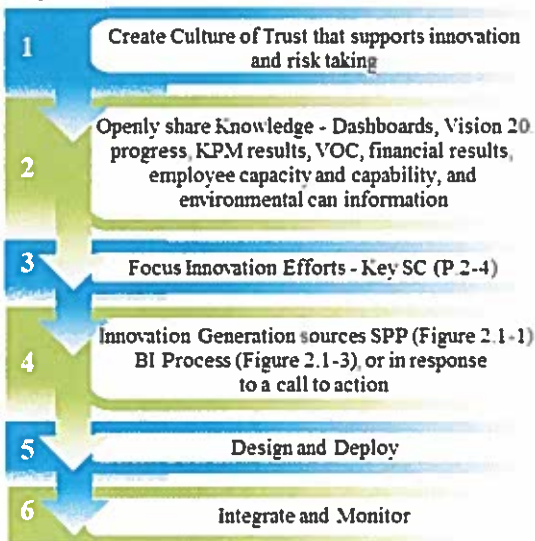
TCT has a systematic process for managing our supply chain. The CFO and Director of Operations is the process owner for Supply Chain Management. She ultimately selects the suppliers that are qualified to meet operational needs and enhance performance of students and other customers' satisfaction. When a supplier is selected, first the requirements are determined by listening to the Voice of the Customer, identifying Certification and Compliance Requirements along with cost containment objectives. Then she determines the most appropriate supplier that meets our needs. Due to the specialized nature of our education service offerings, many of our suppliers are the sole provider of the required product or service. Next, we measure and evaluate suppliers' performance by analyzing costs and whether requirements were satisfied. Improvement feedback is provided to suppliers through Workgroup Directors and the Business Office. When feasible, poorly performing suppliers are no longer utilized. During FY15 cycles of learning, our CFO instituted an innovative purchasing solution for our workforce members. A Purchasing Card (PCard) is a type of commercial card that allows TCT to take advantage of the existing credit card infrastructure to make electronic payments for a variety of expenses. Overall, P-Cards streamline the procure-to-pay process, allowing us to procure goods and services in a timely manner, reduce transaction costs, track expenses, and redirect staff in the business office.

**6.1d Innovation Management**

Innovation is pursued through TCT's systematic Innovation Management System which begins by creating a culture of trust (Figure 6.1-3). Innovation generation originates from 3 key sources: SPP, BI Process, or from a call to action. Calls to action are initiated by SLT and are typically announced by the Superintendent/CEO. For example, our most

recent FY17 call to action originated because our Local Controllable Revenue Major Initiative was in jeopardy. Our Superintendent/CEO challenged all workforce to directly send him innovative ideas that would generate immediate revenue. Financial and other resources are made available for innovation as part of our SPP. The LT February Retreat purposefully occurs before the budgeting process begins in April. This timing allows budgeting priorities for innovation to be established.

**Figure 6.1-3 Innovation Management System**



**6.2 Operational Effectiveness**

**6.2a Process Efficiency and Effectiveness**

Cost control begins with the budget process in early spring with workgroup members submitting budget requests to the appropriate LT member. Budget meetings are held at the departmental level to clarify and quantify budget request amounts before submission to the CFO. Workgroup directors develop their budgets as part of the WG POE process. After all departmental requests are received, the CFO compiles a preliminary draft for SLT to review and compare to projected revenue. Some value engineering may be necessary to keep requests in line with expected revenue. The Superintendent/CEO and CFO then make a final budget to submit to the BOE for approval. Overall costs are controlled by reviewing the budget with income and expense reports on a monthly basis with the BOE, with the workforce at monthly Superintendent’s Forums, and with workgroups as warranted.

Each director is responsible for their workgroup budget, and they must approve any purchases made by the workforce members that they supervise. Cycle time, productivity, efficiency, and effectiveness are incorporated using the software system Trends. Trends is a school accounting and administrative package composed of Purchase Orders, Requisitions, Checks, Payments, Vendors, Payroll, Financial & Payroll Reporting, Budgeting, Inventory, & Activity Fund. Before Trends, TCT used a paper purchasing approval system. In addition to the workgroup director, the Superintendent/CEO and the BOE must approve all purchase orders. Preliminary

audits are accomplished throughout the year to minimize the negative impact of the official audit and for regulatory compliance. The Business Office completes annual internal audits of live work accounts to ensure a favorable opinion by our outside auditing firm. Outside services for auditors, custodial work, HVAC chiller maintenance, and other services are usually quoted every three years to verify TCT is getting the best value for these services.

**6.2b Management of Information Systems**

**6.2b (1) Reliability**

Information systems reliability is ensured based on 5 factors: Security, confidentiality, privacy, processing integrity, and availability. Security procedures restrict access to authorized users only and are fully discussed in 6.2b (2). By restricting access, the confidentiality of sensitive student, other customer, supplier, stakeholder, and workforce information is protected by restricting access, the privacy of personal identifying information is protected. Security procedures provide for processing integrity by preventing submission of unauthorized or fictitious transactions as well as preventing unauthorized changes to stored data or programs. Security procedures also protect against a variety of attacks such as viruses and worms, thereby ensuring that the system is available when needed. Electronic and other data and information are managed to ensure their accuracy, validity, integrity, and reliability. An annual external audit ensures the accuracy of financial data and detailed financial statements are reviewed monthly by the BOE. Additionally, monthly financial updates are provided to the entire staff at Superintendent’s Forum. KPMs are updated in real time and are available to the workforce via our dashboard. These updates are also shared by the OOQ and reviewed monthly by the LT and the BOE so that midcourse adjustments can be made to support the achievement of goals that may be in jeopardy. Local electronic data are backed up regularly, while data hosted off-site are backed up daily to multiple secure storage locations by the appropriate vendor.

**6.2b (2) Security and Cybersecurity**

TCT ensures the security of sensitive or privileged data and information through access rights, systems security, and cyber security practices. Access to sensitive or privileged data such as email archives, student and other customer records, employee files, and financial transactions is granted to employees based upon their role in the organization. Cybersecurity and other data and information security are managed to ensure confidentiality and appropriate access. Access is tiered, granting enough rights as needed to perform each job description. For example, Human Resources records are kept both in paper form and electronically and are accessible by the HR Workgroup and Chief of Staff. Electronic data access is granted via username and passwords, and best industry practices are applied to abide by all applicable state and federal laws to maintain security and confidentiality. We take great care to oversee the cybersecurity of information systems. Backups, firewalls, antivirus software, web filtering, and restricted physical access support electronic security. Electronic transactions are logged and reviewed as needed. Industry



leaders for off-site vendors are utilized, ensuring best practices for data security and integrity. TCT outsources its data storage, web filtering, and antivirus protection to industry leaders in these areas, leveraging these partners' Core Competencies. The IT department monitors industry leaders' message boards to remain apprised of emerging and evolving cybersecurity threats and follows industry recommendations on how to best mitigate against those. Redundant cloud and offsite data storage allows for quick recovery from potential breaches. Strict web filtering, electronic transaction logs, and monitoring protects and notifies IT to potential threats as they emerge.

**6.2c Safety and Emergency Preparedness**

**6.2c (1) Safety**

To provide a safe operating environment, TCT, in compliance with the NIMS, SDE, and TCT BOE regulations has developed a comprehensive Crisis Management Plan. Safety factors and key measures are included in Figure 6.2-1. The comprehensive Crisis Management Plan follows the National Incident Management System (NIMS) and details systematic processes including how to address public concerns. The SLT process owners for the Plan are the CFO and Director of Operations and the Chief of Staff and Director of Marketing. This plan establishes systematic procedures to implement for several potential crises. The threats facing TCT include natural disasters, infectious diseases, terrorism, and misguided students and adults who commit random acts of violence. In a FY14 cycle of learning, emphasis was placed on drills for intruder alert by increasing the frequency of drills.

In addition, the Physical Plant and Human Resources Workgroups address accident prevention and potential safety hazards through safety audits and training. The Physical Plant Workgroup conducts safety audits of areas on campus to ensure safety measures are being practiced for the safety of TCT workforce members, students, and visitors. If corrective action is necessary (i.e., lighting conditions) and requiring a work order is submitted and the issue is corrected. In addition, preventative safety training occurs using our HRIS Halogen. Through Halogen, safety training is assigned aligned with the job description of the workforce member. Safety training is delivered online using videos, quick tips, checklists, planners, and other practical learning tools. In the event an accident or incident occurs, TCT documents it using the Accident/Incident Reporting Form located on the Intranet. After an incident is reported, the CFO and Director of Operations conducts a root-cause analysis of failures and addresses recovery endeavors. The findings of her analysis and recovery are reported to SLT and LT.

**6.2c (2) Emergency Preparedness**

TCT ensures that our organization is prepared for disasters or emergencies through emergency preparedness processes including fire, tornado, and intruder drills with students and the workforce. The SLT Process Owner for Emergency Preparedness is the CFO and Director of Operations. Any visitors on campus participate in these drills along with the students and the workforce. Evacuation drills on bus routes are also conducted each semester under SDE guidelines. TCT is also fully engaged in the NIMS accreditation

process with a Crisis Team in place, and all SLT and LT are trained in the appropriate NIMS modules. All workforce have been trained in NIMS 100 and 700, and a Crisis Team has been trained in NIMS 100, 200, 300, 400, and 700. A Hazardous Mitigation Plan was developed for the school by Flannigan and Associates to identify action steps for disaster prevention. In addition, the Business Office and the Physical Plant director have worked with property insurance representatives to update the physical assets inventory with replacement cost for buildings and contents. Technology systems are continued to be secure and available to serve students, other customers, and organizational needs through outsourcing its data and information storage to industry leaders in cloud storage. Most organizational data are available remotely allowing off-site continuity of operations in the event of local emergency. In the event of localized classroom emergency, TCT has several redundant computer labs available on campus to allow for seamless transition of temporary classroom relocation.

**Figure 6.2-1 Safety Factors and Key Measures**

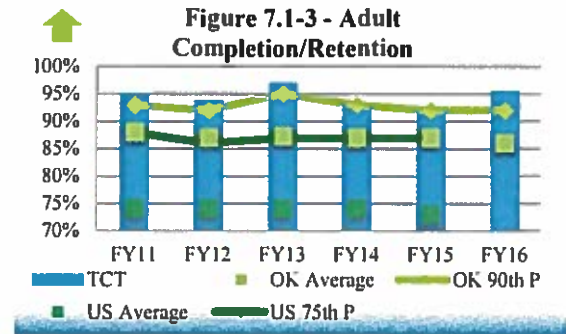
| Factor        | Key Measures                           | Figure           |
|---------------|--|------------------|
| Accessibility | OSHA Compliance                        | 7.4-9            |
|               | IDEA Compliance                        |                  |
| Health        | Fitness Facility Usage                 | 7.1-22 and 7.3-6 |
|               | Employee CPR Training Compliance       |                  |
|               | Employee BBP Training Compliance       |                  |
| Safety        | NIMS Certified SLT                     | 7.1-22           |
|               | Comprehensive Crisis Plan              |                  |
|               | Electronic Notification System         |                  |
|               | Number of Security Cameras             |                  |
| Security      | Number of Security Panels              | 7.1-22           |
|               | Contract with Off Duty Police Officers |                  |
|               | Emergency Drill Compliance             |                  |
|               | Number of Drills Conducted             |                  |
|               | Canine Drug Sweeps                     |                  |
|               | Classroom with Emergency Information   |                  |

**7.1 – Student Learning and Customer Service Results**  
**7.1 a – Student Learning Results**

TCT's mission is to provide superior training and its vision is to inspire life changing learning experiences. To measure operational success in achieving our mission, TCT defines and monitors Key Performance Measures. Four of these Key Performance Measures relate to student learning and customer service outcomes: completion/retention, placement, adult graduate average wage, and high school continuing education percentage.

**Completion/Retention Rate:**

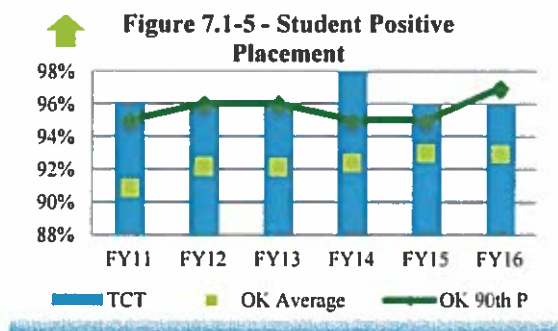
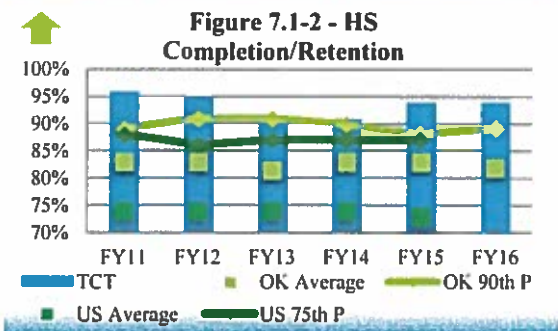
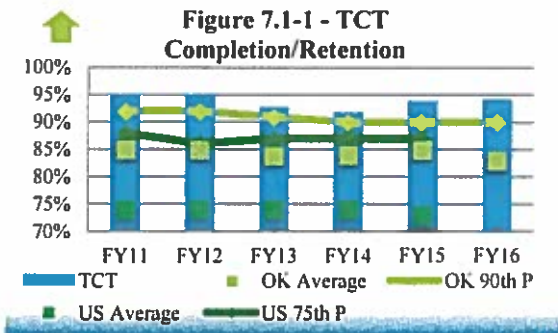
TCT is a leader in Completion/retention rate. Completion/retention measures the percentage of students annually who graduate from or continue enrollment in their program at TCT. TCT has held the top Oklahoma Career Tech completion/retention rate in five of the last six years. National comparison data is drawn from the Integrated Postsecondary Education Data System. Provided by the National Center for Education Statistics, this is the most comprehensive source of national data available. TCT's completion/ retention is consistently in the top quartile nationally, the most stringent benchmark available. State comparison measures come from the Oklahoma Department of Career and Technology Education (ODCTE). Results are reported for the entire organization (7.1-1), segmented by student type (7.1-2 and 7.1-3), and by program pathway (7.1-4).



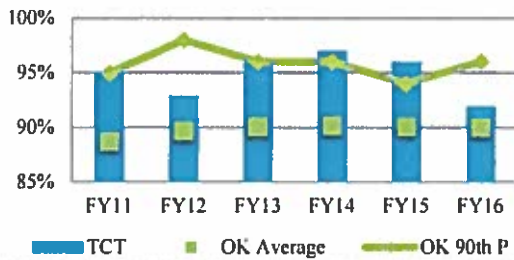
| Pathway                            | FY14 | FY15 | FY16 |
|------------------------------------|------|------|------|
| Construction                       | 96%  | 96%  | 94%  |
| Printing                           | 96%  | 100% | 89%  |
| General Management                 | 84%  | 95%  | 71%  |
| Accounting                         | 90%  | 90%  | 100% |
| Therapeutic Services               | 89%  | 98%  | 94%  |
| Restaurant Food & Beverage         | 100% | 97%  | 88%  |
| Early Childhood Development        | 100% | 94%  | 97%  |
| Personal Care Services             | 98%  | 100% | 96%  |
| Network Systems                    | 100% | 96%  | 97%  |
| Maintenance, Installation & Repair | 97%  | 86%  | 91%  |
| Production                         | 100% | 93%  | 90%  |
| Marketing                          | 100% | 96%  | 95%  |
| Engineering                        | 100% | 90%  | 95%  |
| Science and Math                   | 95%  | 84%  | 74%  |
| Automotive Collision               | 93%  | 96%  | 96%  |
| Automotive Service                 | 84%  | 80%  | 82%  |

**Student Placement Rates:**

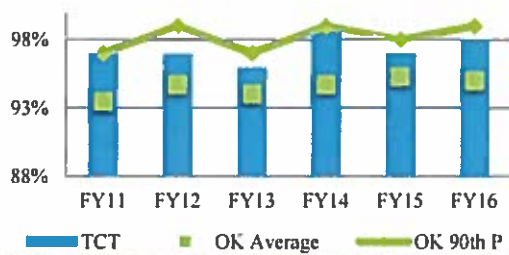
Another important student learning result (and a TCT KPM) is placement of graduates reported in Figures 7.1-5 through 7.1-8. Placement measures the percentage of graduates employed in their field of training or continuing education after graduation. Favorable placement rates confirm the effectiveness of student learning as graduates are able to secure employment or continue schooling. TCT's total student placement rate meets or exceeds top decile state comparison in five of the past six years. Results are reported for all graduates (7.1-5), adult graduates (7.1-6), high school graduates (7.1-7), and by pathway (7.1-8).



↑ **Figure 7.1-6 Adult Positive Placement**



↑ **Figure 7.1-7 - HS Positive Placement**



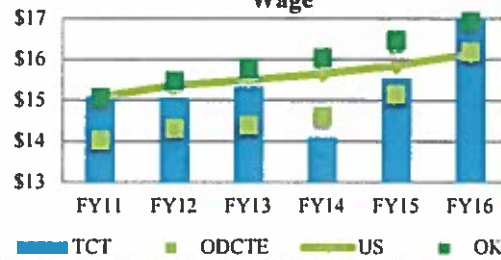
**Figure 7.1-8 – Placement by Pathway**

| Pathway                            | FY14 | FY15 | FY16 |
|------------------------------------|------|------|------|
| Construction                       | 89%  | 94%  | 100% |
| Printing                           | 80%  | 83%  | 100% |
| General Management                 | 79%  | 92%  | 100% |
| Accounting                         | 100% | 100% | 100% |
| Therapeutic Services               | 94%  | 93%  | 94%  |
| Restaurant Food & Beverage         | 94%  | 100% | 91%  |
| Early Childhood Development        | 92%  | 80%  | 91%  |
| Personal Care Services             | 72%  | 92%  | 81%  |
| Network Systems                    | 82%  | 85%  | 100% |
| Maintenance, Installation & Repair | 100% | 100% | 88%  |
| Production                         | 85%  | 62%  | 94%  |
| Marketing                          | 100% | 100% | 100% |
| Engineering                        | 100% | 100% | 100% |
| Science and Math                   | 100% | 100% | 100% |
| Automotive Collision               | 63%  | 64%  | 82%  |
| Automotive Service                 | 61%  | 71%  | 58%  |

**Average Wage:**

Another student learning KPM is average adult graduate wage (Figure 7.1-9). TCT provides adult students the training they need to obtain employment. Favorable trends in adult graduate average wage confirm the effectiveness of TCT’s training and the extent of student learning. Adult graduates of TCT make more than the average ODCTE graduate. TCT’s adult graduate average wage since FY11 has outpaced national and state wage growth. National and state comparison data (US and state median income) are taken from the Bureau of Labor Statistics.

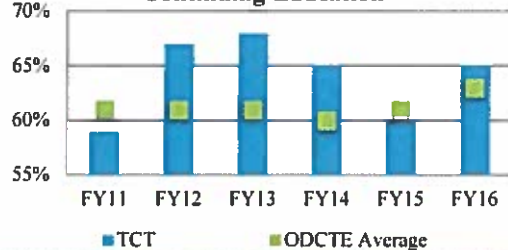
↑ **Figure 7.1-9 - Adult Graduate Average Wage**



**High School Continuing Education Percentage:**

Another student learning Key Performance Measure is the percentage of TCT high school graduates that choose to continue their education. Historically, technical and vocational education’s mission was to prepare all students for immediate career opportunities. In response to the changing work environment and as the result of a cycle of learning, TCT has redefined its mission regarding high school students. TCT works to provide superior training that will prepare high school program graduates for further training in college or adult technical school. Figure 7.1-10 reports these levels for TCT.

↑ **Figure 7.1-10 - HS Graduates Continuing Education**

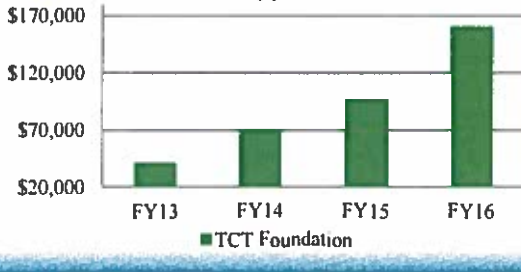


**Foundation Support:**

At TCT, our mission is to provide superior training and deliver life changing learning experiences. No process contributes to this mission more than the Tri County Tech Foundation (TCTF). As a cycle of learning, the TCTF was identified for growth as a means to ensure no student at TCT gives up their career dreams due to financial hardship. As a result, student financial support by the TCTF has increased to over \$150,000 annually. Student assistance is distributed in the form of tuition and scholarships, emergency assistance (gas cards, money for electric bills, etc.), and a food bank that provides in-class food for hungry students. Figure 7.1-11 displays the amount of assistance the Foundation has provided TCT students in recent years.



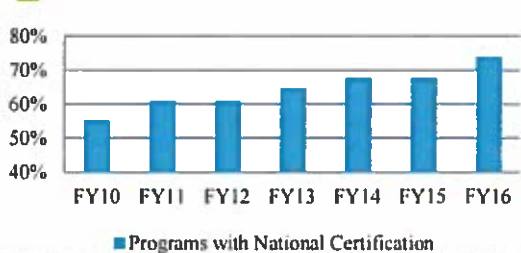
**Figure 7.1-11- Foundation Student Support**



**Programs with National Certification:**

Increasing national program certifications provide a level of assurance that our programs are fulfilling TCT’s mission of providing superior training to our students. All TCT programs are certified to operate by the ODCTE. TCT chooses to pursue additional national certifications voluntarily. This illustrates TCT’s dedication to providing superior training because it goes above and beyond compliance only to improve student training. Because this is primarily a TCT measure, there are no relevant comparisons to report. As such, Figure 7.1-12 only reports KPM levels.

**Figure 7.1-12 - Programs with National Certification**



**Student Services:**

TCT maintains a workgroup whose mission is student service, the Student Services workgroup. Student Services engages in a variety of unique processes. One of these student services is contracting with an outside trainer to offer an ACT workshop for TCT students annually. Student Services also helps TCT students apply for, pay dues, and be inducted into the National Technical Honor Society. Student Services helps students who qualify for national Career Tech Student Organization contests travel to and pay for attendance. In FY17 Student Services took on the task of reducing our student dropout rate. Even with the highest completion/retention rates in the state, TCT doesn’t want any of its students dropping out of programs. Through this deliberate attention our student dropout numbers are lower this year than in the past. Figure 7.1-13 highlights some of the student support practices.

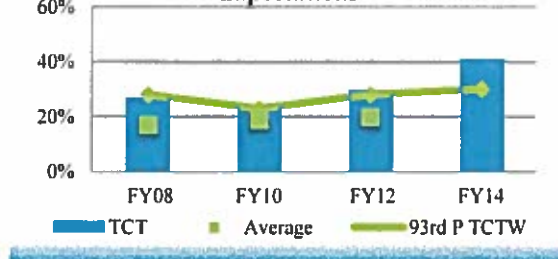
**Figure 7.1-13 – Student Services Processes**

| Process                                | FY14 | FY15 | FY16 |
|--|------|------|------|
| Target and counsel at-risk students    | N    | N    | Y    |
| Student retention discussed monthly    | N    | N    | Y    |
| Student Success Advisor                | N    | Y    | Y    |
| Program Champions program              | Y    | Y    | Y    |
| ACT workshop with consultant           | Y    | Y    | Y    |
| Christmas/Thanksgiving Food Assistance | Y    | Y    | Y    |
| Administer Emergency Assistance        | Y    | Y    | Y    |
| Mandatory Parent Connect Night         | Y    | Y    | Y    |
| NTHS Fees and Gift Paid                | Y    | Y    | Y    |
| Students Contest Trip Paid             | Y    | Y    | Y    |
| Weekly Grade Check                     | Y    | Y    | Y    |
| Electronic Notifications Sent          | Y    | Y    | Y    |
| Phone Calls Home Upon Absence          | Y    | Y    | Y    |
| Program Plan of Excellence             | Y    | Y    | Y    |
| Counseling Availability                | Y    | Y    | Y    |
| Formal Attendance Appeal Process       | Y    | Y    | Y    |

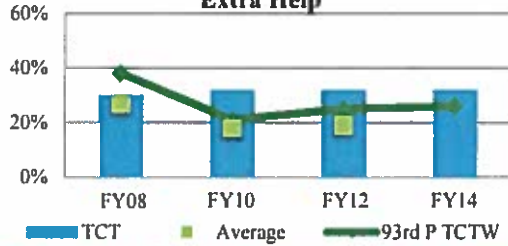
**TCTW Survey Measures:**

As mentioned previously, TCT’s mission in high school programs is to prepare students for further training, primarily college or adult technical school. The Tech Centers That Work student survey, administered every other year, measures student perceptions related to ten indicators related to improving college readiness. Although each of the ten indicators could theoretically be reported as student service measures, four in particular give insight into TCT’s levels of student service: high expectations, quality extra help, guidance (mentoring and advisement), and numeracy (integration of math into non-math coursework). Each of these practices measure commitment to student support beyond standard instruction. *Our most recent data are from FY14. We are currently waiting on updated survey measures for the FY16 test administration.* Figures 7.1-14 through 7.1-17 report student survey levels. Each chart displays TCT’s levels, the average level of all participating schools, and the strictest benchmark reported high scoring sites average. Segmentation data due to the nature of the test administration is not valid as a unit of analysis.

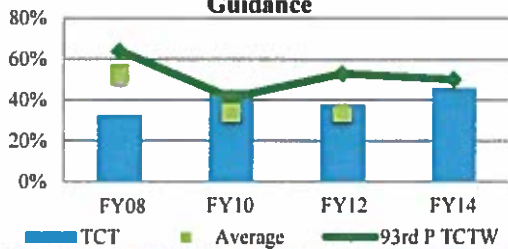
**Figure 7.1-14- TCTW Survey - High Expectations**



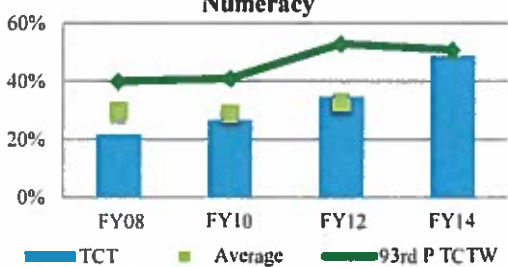
**Figure 7.1-15- TCTW Survey - Quality Extra Help**



**Figure 7.1-16- TCTW Survey - Guidance**



**Figure 7.1-17- TCTW Survey - Numeracy**



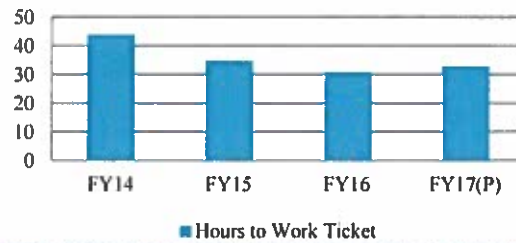
**7.1b (1) – Work Process Effectiveness Results**

Performance improvement is deployed across TCT and is not limited to student learning. In the following section, results for important measurements for internal support processes are presented. For additional process effectiveness results shown elsewhere in the application, please refer to Figure 6.1-1.

**Physical Plant Effectiveness and Efficiency:**

TCT's Physical Plant and Technology Workgroups are committed to improving effectiveness and efficiency. Ensuring facilities and technology are operational are these departments' contribution to fulfilling our mission of providing superior training. Multiple cycles of learning have resulted recently in the establishment of three measures to evaluate the effectiveness of both workgroup's processes: workgroup ticket response time, number of tickets closed per year, and workgroup ticket resolution cycle time. Physical Plant response time is reported in figure 7.1-18.

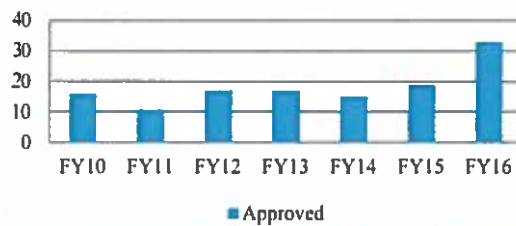
**Figure 7.1-18 - Physical Plant Response Time (Hours)**



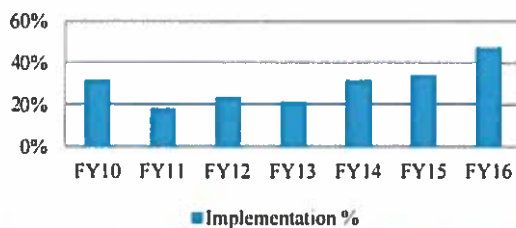
**Bright Ideas:**

The Bright Ideas (BI) process at TCT is the vehicle for the school's most visible process improvements as discussed in 2.1a(2). Workforce members are encouraged to submit ideas to improve process effectiveness or efficiency. A committee reviews ideas monthly and chooses which to forward to SLT. SLT discusses and selects which BIs to implement. When the BI process was established, there was an initial rush of ideas. After the first year, the BI implementation percentage slipped, and after four years the number submitted dropped. When our CEO/Superintendent challenged TCT educators to submit revenue-generating BIs in FY16, the response was overwhelming. The following charts show the number of BIs implemented (Figure 7.1-19), implementation percentage (Figure 7.1-20), and number of BIs submitted (Figure 7.1-21).

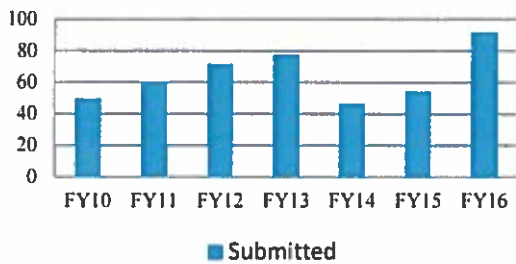
**Figure 7.1-19 - Bright Ideas Implemented**



**Figure 7.1-20 - Bright Ideas Implementation Percentage**



**Figure 7.1-21 - Bright Ideas Submitted**



**7.1 b(2) – Safety and Emergency Preparedness**

TCT has improved levels and trends related to emergency preparedness. This focus includes improving drill time, resource officer coverage on campus, and the number of cameras, security panels, and automated external defibrillators (AED). Emergency preparedness results are reported in Figure 7.1-22.

**Figure 7.1-22 – Emergency Preparedness**

|   | FY13 | FY14 | FY15 | FY16 |
|---|------|------|------|------|
| Number of Drills                                    | 12   | 12   | 12   | 12   |
| Fire Drill Evacuation Time                          | n/a  | n/a  | 2:38 | 2:54 |
| Tornado Drill Secured Time                          | n/a  | n/a  | 2:41 | 2:31 |
| Untimed Intruder Drill                              | Yes  | Yes  | Yes  | Yes  |
| Employee CPR Compliance                             | Met  | Met  | Met  | Met  |
| Employee BBP Compliance                             | 100% | 100% | 100% | 100% |
| Canine Drug Sweeps                                  | 24   | 24   | 24   | 24   |
| Resource Officer Coverage                           | Yes  | Yes  | Yes  | Yes  |
| Emergency Supply Kit                                | 0%   | 0%   | 100% | 100% |
| Security Cameras                                    | 1    | 2    | 2    | 8    |
| Number of Security Panels                           | 22   | 23   | 23   | 23   |
| Classrooms with Emergency Information               | 100% | 100% | 100% | 100% |
| Instructors Certified in Child Abuse Identification | 100% | 100% | 100% | 100% |
| Safety Committee Audit                              | Met  | Met  | Met  | Met  |
| Comprehensive Crisis Plan                           | Yes  | Yes  | Yes  | Yes  |
| Electronic Notification System                      | Yes  | Yes  | Yes  | Yes  |

**7.1 c – Supply Chain**

TCT is proactive in evaluating the effectiveness of supply chain partners on an ongoing basis. Criteria used in evaluation include meeting supply chain requirements specific to each supplier, overall cost containment, and role in innovation where appropriate. Figure P.1.7 details the specifics of this evaluation for each supplier, and Figure 7.1-23 reports levels of supply chain requirements met by key suppliers.

**Figure 7.1-23 – Meets Supply Chain Requirements**

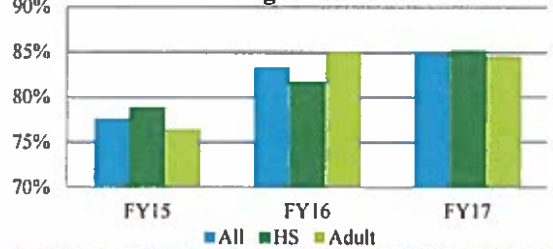
|  | FY14 | FY15 | FY16 |
|--|------|------|------|
| Students via Partner Schools                   | 100% | 100% | 100% |
| Electricity via AEP/PSO                        | 100% | 100% | 100% |
| Natural Gas via Constellation                  | 100% | 100% | 100% |
| Cleaning Services Spencer Management           | 100% | 100% | 100% |
| Computer and Software Suppliers                | 100% | 100% | 100% |
| Active Learning Classroom Spaces via Steelcase | 100% | 100% | 100% |

**7.2 – Customer-Focused Results**

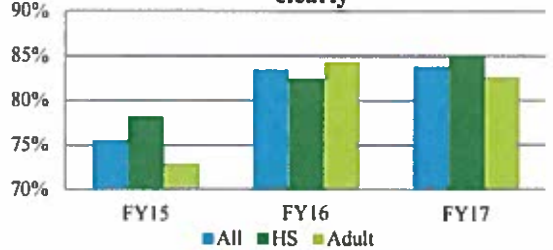
**7.2 a.(1) – Student & Other Customer Satisfaction**  
**Full-time Student Satisfaction Surveys:**

Student satisfaction is of primary importance to TCT’s mission since we are a school of choice. If we aren’t satisfying current students, we could lose future enrollments in our programs. In recent years TCT has focused on improving student satisfaction by focusing on areas of improvement identified through the student satisfaction surveys. The results have been impressive. Overall satisfaction has improved from 78% in FY15 to 85% in FY 17. Figures 7.2-1 and 7.2-7 display full time student satisfaction levels overall. Figures 7.2-2 through 7.2-6 display satisfaction level for individual questions. Results are segmented by student type.

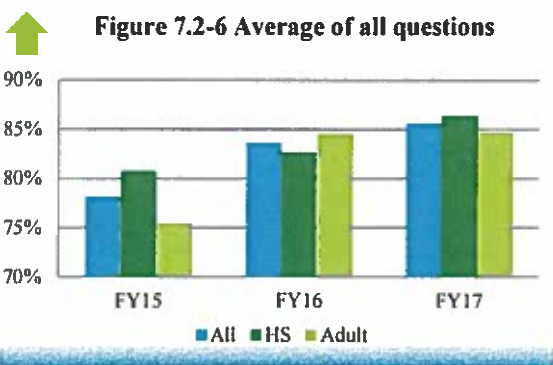
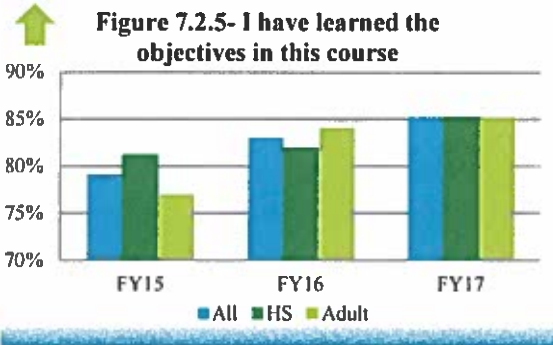
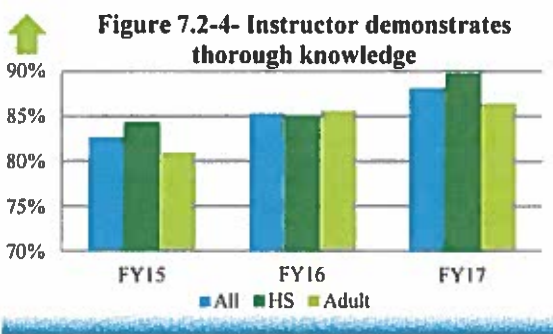
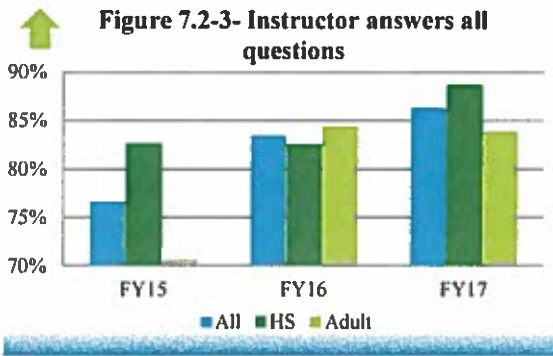
**Figure 7.2-1- Instructor prepared / organized**



**Figure 7.2-2- Instructor communicates clearly**







**Figure 7.2.7 – Student Satisfaction by Program**

|      | FY15  | FY16  | FY17  |
|------|-------|-------|-------|
| ACR  | 95.3% | 94.4% | 93.8% |
| AST  | 85.7% | 90.7% | 91.5% |
| AWT  | 86.0% | 94.0% | 91.8% |
| BMS  | 62.2% | 67.0% | 83.1% |
| CST  | 87.3% | 96.4% | 94.2% |
| COS  | 78.3% | 81.1% | 77.0% |
| CUL  | 87.1% | 80.9% | 87.6% |
| DH   | 93.0% | 98.0% | 91.8% |
| EAST | 78.3% | 78.4% | 84.3% |
| ECE  | 90.2% | 87.8% | 88.8% |
| ENG  | 71.5% | 81.0% | 82.6% |
| GCT  | 73.6% | 78.4% | 84.4% |
| LPN  | 77.3% | 78.8% | 81.7% |
| MKT  | 80.8% | 80.4% | 92.5% |
| NET  | 86.4% | 92.6% | 87.4% |
| NRS  | 57.4% | 79.3% | 80.8% |
| PMO  | 91.3% | 89.7% | 93.9% |

**Other Customer Satisfaction:**

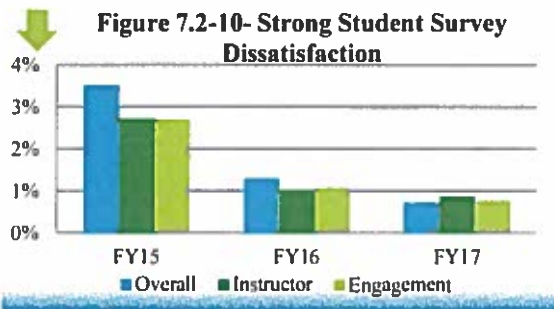
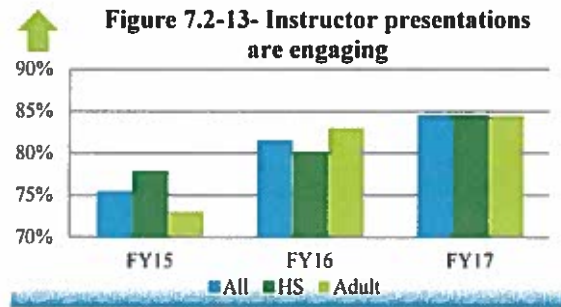
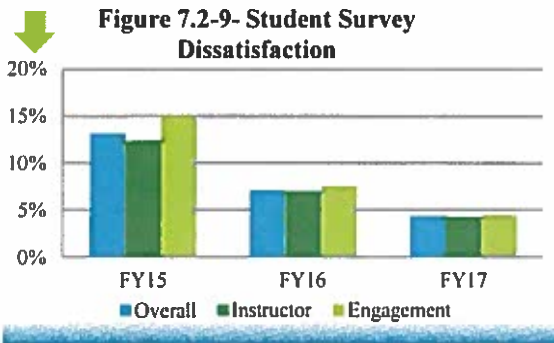
TCT is currently in year one of a new initiative to standardize the collection of satisfaction data for customers and stakeholders other than our full time program students. Other customer and stakeholder satisfaction is now measured through the use of Net Promoter Score. The Office of Quality has assumed responsibility of distribution and reporting of results for all customer and stakeholder satisfaction. Figure 7.2-8 identifies the other customer and stakeholder groups surveyed this year.

**Figure 7.2-8 – Other Customer and Stakeholder Satisfaction Collected through new process**

|                     | FY14 | FY 15 | FY 16 |
|---------------------|------|-------|-------|
| Community Education | No   | No    | Yes   |
| The Strategy Center | No   | No    | Yes   |
| Event Services      | No   | No    | Yes   |
| Employers           | No   | No    | Yes   |
| Alumni              | No   | No    | Yes   |

**7.2 a – Student and Other Customer Dissatisfaction**

TCT is responsive to the concerns of our students and other customers as discussed in 3.1(b)1. To fulfill our mission of providing superior training, we recognize that we must work to minimize dissatisfaction amongst students. The following figures display recent levels of student dissatisfaction in full-time programs as reported through full time student satisfaction surveys. Much of the analysis of dissatisfaction that full time program students report is focused on the open ended comments students provide. All comments are forwarded to the appropriate personnel to address dissatisfaction. Analysis also includes reviewing dissatisfaction reported on all questions (overall) and on questions regarding instructor and engagement levels. Figure 7.2-9 displays the percentage of students who selected either “Disagree” or “Strongly Disagree.” Figure 7.2-10 displays the percentage of students who selected “Strongly Disagree.”



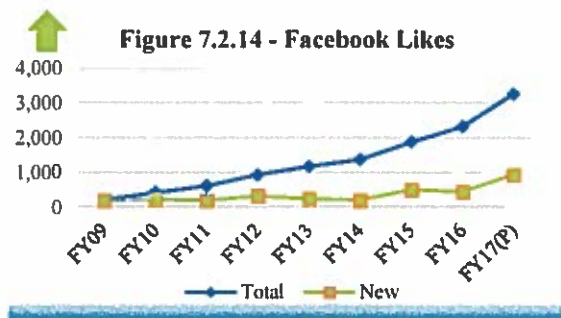
**Facebook and Other Social Media:**

TCT has worked proactively to improve our marketing reach through our presence on social media. This work has been successful as the following measures show. Historically, Facebook data has provided the majority of measurements regarding reach and engagement. Figure 7.2-14 displays total and new Facebook Likes per year. Figures 7.2-15 and 7.2-16 display various page and post, reach, and engagement measures. Currently, TCT as a cycle of learning has worked to improve the quality and return on investment of its marketing reach and how it is monitored. TCT currently monitors total clicks, click through rate, average cost per click, conversion rate, and total dollars spent, related to the relatively new use of Facebook ads, Google paid search, and Google banner ads. Figure 7.2-17 illustrates the implementation of these new strategies.

For other customers satisfaction is collected using the Net Promoter Score methodology. NPS considers anyone who rates their willingness to recommend TCT as a six or lower (on a scale of one to ten) a detractor. Figure 7.2-11 reports detractor levels for Community Education, The Strategy Center, Hospitality and Event Services.

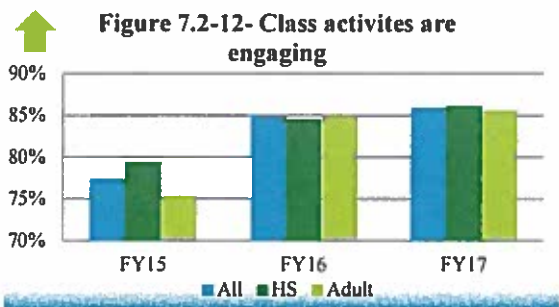
**Figure 7.2-11 -- Other Customer detractor percentage**

|                     | FY 16 |
|---------------------|-------|
| Community Education | 6.0%  |
| The Strategy Center | 5.0%  |
| Event Services      | 2.0%  |



**7.2 a.(2) – Student & Other Customer Engagement Survey Results:**

To provide superior training, TCT faculty work to provide engaging educational experiences. One way TCT measures student engagement is by asking full time students directly to report the level of engagement they experience with their instructor presentations and class activities as part of their full time student satisfaction survey. Figures 7.2-12 and 7.2-13 report these engagement levels.



**Figure 7.2-15 - TCT Facebook Page Measures**

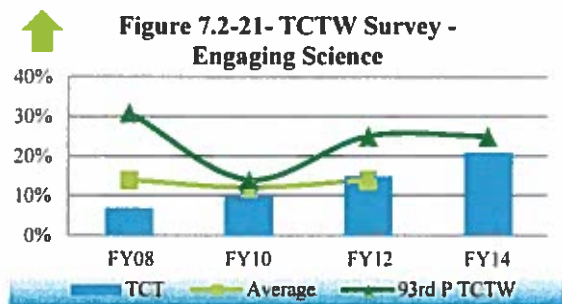
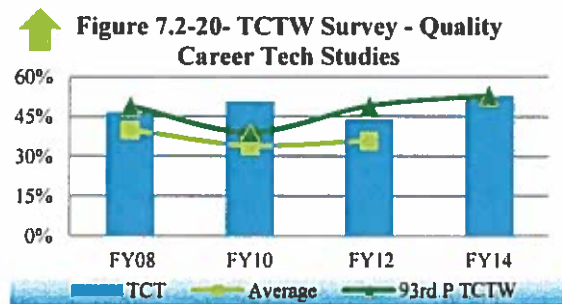
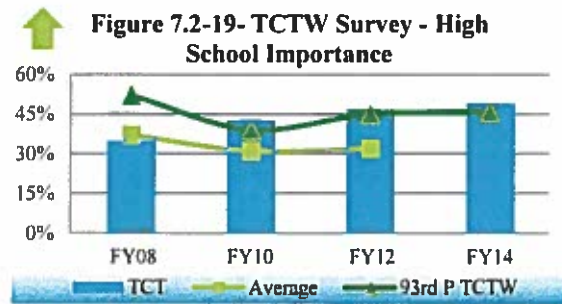
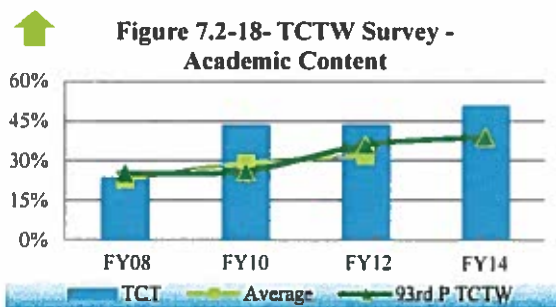
|                     | FY14  | FY15  | FY16  | FY17   |
|---------------------|-------|-------|-------|--------|
| Daily Likes         | 1.06  | 1.3   | 1.5   | 2.96   |
| Daily Engaged Users | 35.62 | 53.31 | 68.26 | 121.13 |
| Daily Total Reach   | 398.5 | 592.9 | 956   | 2896.2 |
| Daily Organic Reach | 398.5 | 592.1 | 797.7 | 1142.1 |

| Figure 7.2-16 - TCT Facebook Post Measures |        |        |         |
|--|--------|--------|---------|
|  | FY15   | FY16   | FY17(P) |
| Total Lifetime Post Consumers              | 11704  | 12419  | 12428   |
| Average Lifetime Post Consumers            | 18.64  | 21.3   | 37.83   |
| Total Post Impressions                     | 334776 | 460265 | 538130  |
| Average Post Impressions                   | 533.08 | 789.48 | 1638.14 |

| Figure 7.2-17 - Social Media Strategy |      |      |      |
|---------------------------------------|------|------|------|
|                                       | FY15 | FY16 | FY17 |
| Website                               | Y    | Y    | Y    |
| Social Media Presence                 | Y    | Y    | Y    |
| Facebook Ads                          | Y    | Y    | Y    |
| Google Paid Search                    | N    | N    | Y    |
| Google Banner Ads                     | N    | N    | Y    |

**TCTW Student Survey:**

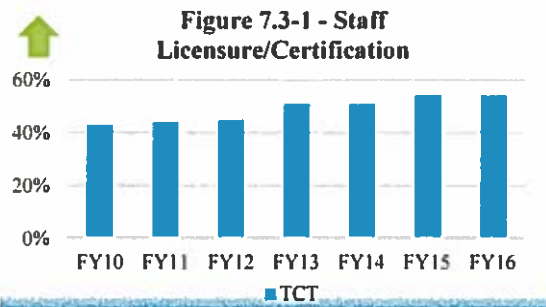
TCT has actively worked to improve student engagement with not just TCT but education. We use the Tech Centers That Work (TCTW) student survey as an instrument to measure these levels of student engagement. Figures 7.2-18 through 7.2-21 report student responses to four survey questions. These questions ask students if academic content is present in their technology center projects, the importance paid to their high school studies, the quality of their technology center training, and how engaging their science courses are. In each of these categories, TCT has improved in the period while exceeding or approaching the most rigorous national benchmark available. As a reminder, *the TCTW assessment cycle is every two years, segmentation by program is not a valid unit of analysis based on testing characteristics, and FY14 is the latest available data.*



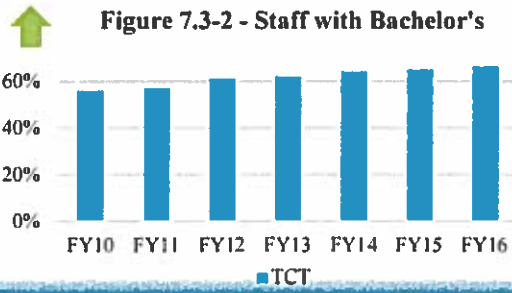
**7.3 – Workforce-Focused Results**

**7.3.1 – Workforce Capability and Capacity Staff Licensure and Certification:**

One way TCT measures staff capabilities is through the percentage of workforce with nationally recognized licensure and certification and bachelor's degrees. As a result, TCT maintains a highly qualified workforce capable of fulfilling the mission of providing superior training. These two measures are tracked as annual KPMs. Figures 7.3-1 and 7.3-2 display these KPMs.







**Staffing Levels:**

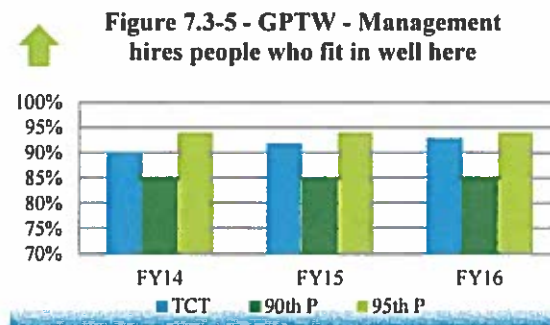
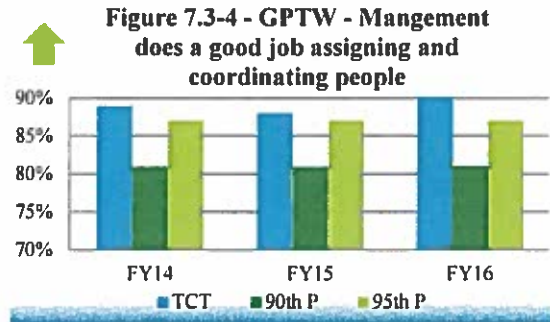
In a very difficult financial environment that includes reductions in state educational aid, TCT has worked proactively to not only retain staff, but to expand workgroups and maintain student support without adding new positions. This has resulted in productivity gains. The easiest way to quantify this is by evaluating total enrollment and local controllable revenue (LCR) sources per employee. Those results are reported in Figure 7.3-3.

**Figure 7.3-3 – Staffing Measures**

| Measures              | FY14        | FY15        | FY16        |
|-----------------------|-------------|-------------|-------------|
| Staff Members         | 97          | 97          | 95          |
| Enrollment            | 14,634      | 16,604      | 21,184      |
| Enrollment / Educator | 150.9       | 171.2       | 222.99      |
| LCR                   | \$1,137,381 | \$1,259,397 | \$1,377,054 |
| LCR / Educator        | \$11,726    | \$12,983    | \$14,495    |

**Great Place to Work®:**

TCT derives many of its most beneficial workgroup measures from the analysis of the annual Great Place to Work® (GPTW) survey which is used to select the businesses on the *Fortune* Great Place to Work lists. The GPTW Institute reviews over 1000 organizations in the United States annually. Analysis of GPTW measures drive the focus of most workforce improvement. Of 65 measures provided by GPTW in 2016, TCT meets or surpasses the 95<sup>th</sup> Percentile mark in 63. TCT leadership believes a more satisfied workforce allows us to more effectively attain our mission of providing superior training. GPTW figures in this application report a mix of TCT's average positive response levels (TCT), segmentation by workgroup, and the national 90<sup>th</sup> (sometimes referenced as 0.9) and 95<sup>th</sup> percentile. Figures 7.3-4 and 7.3-5, report positive response levels for two statements that relate to workforce capacity, specifically staffing.



**7.3 a.(2) – Workforce Climate  
Workforce Health Indicators:**

In FY14 TCT opened a state-of-the-art fitness center and hired a full-time fitness and wellness specialist. These decisions were made to improve workforce health and satisfaction in increasing accomplishment of our mission. Health and wellness indicators are shown in Figure 7.3-6.

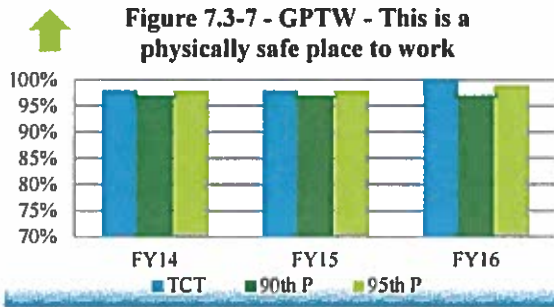
**Figure 7.3-6 – Staff Health Indicators**

|                             | FY14 | FY15 | FY16 |
|-----------------------------|------|------|------|
| Fitness Center Attendance   | 434  | 596  | 750  |
| Flu Shots Administered      | 0    | 25   | 32   |
| Healthy PD Sessions Offered | 2    | 4    | 4    |
| Group Fitness Offered       | 20   | 25   | 28   |

**Staff Safety:**

The GPTW survey asks staff to rate their agreement with a statement regarding safety (Figure 7.3-7). 100% of TCT workforce members responded positively putting TCT above the 95<sup>th</sup> percentile.





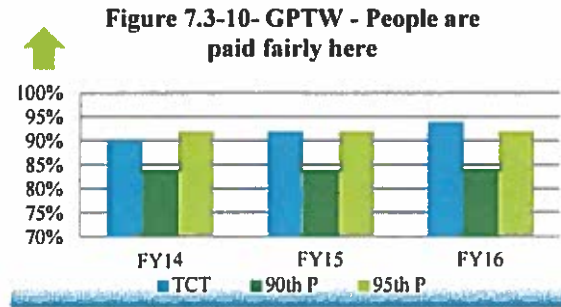
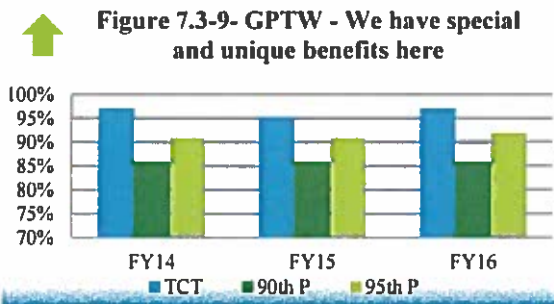
TCT reports work related injury and illness as a part of the annual Statistical survey of Occupational Injuries and Illness. The following chart, Figure 7.3-8 reports levels of workforce safety for the past three years.

**Figure 7.3-8 Workforce Safety**

| Measures                   | FY14 | FY15 | FY16 |
|----------------------------|------|------|------|
| Staff Members              | 97   | 97   | 95   |
| Number of injuries         | 7    | 3    | 2    |
| Number of illnesses        | 0    | 0    | 0    |
| Number of recordable cases | 5    | 1    | 1    |
| Days away from work        | 49   | 15   | 7    |

**Workforce Benefits:**

The annual GPTW survey measures staff perception as it relates to benefits. Staff respond to the phrases “we have special and unique benefits here” and “people are paid fairly here.” Regarding special and unique benefits, 97% of staff responded positively to that statement in FY16. When asked if people are paid fairly, 94% of staff agreed in FY16, up from 90% in FY 14. In both cases, TCT workforce’s positive responses exceed the 95<sup>th</sup> percentile of participating companies. Response levels are reported in Figures 7.3-9 and 7.3-10 below.



TCT has worked proactively to provide generous benefits to its workforce. From FY14-FY17, TCT has increased the number of holiday and vacation days off, maternity leave, and overall average compensation. Figure 7.3-11 displays a few of the generous benefits and services TCT workforce members receive.

**Figure 7.3-11 - Workforce Benefits and Services**

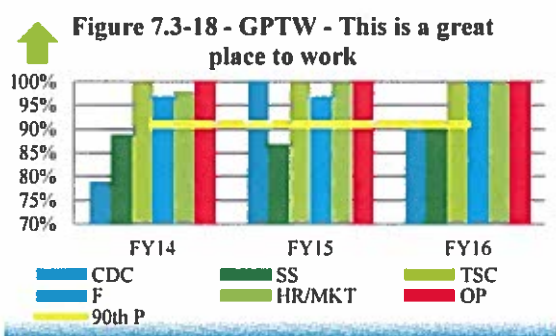
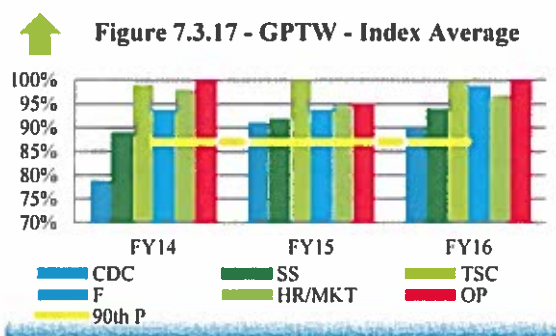
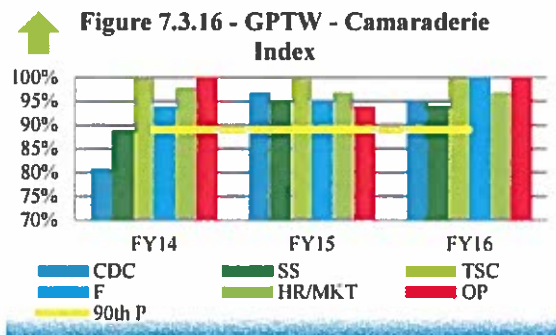
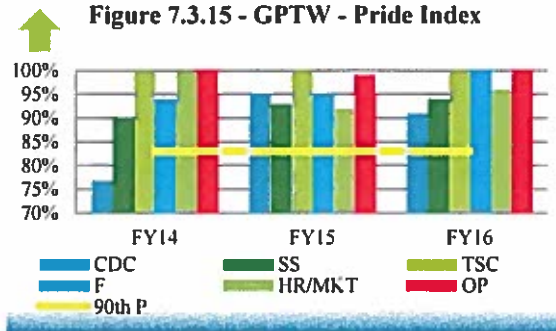
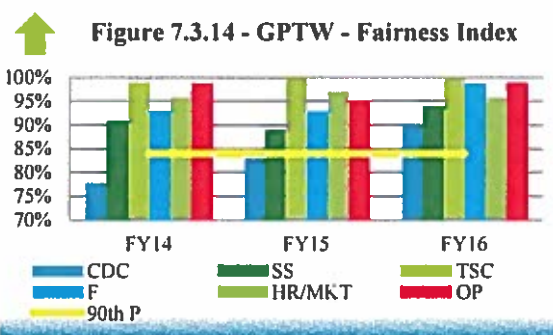
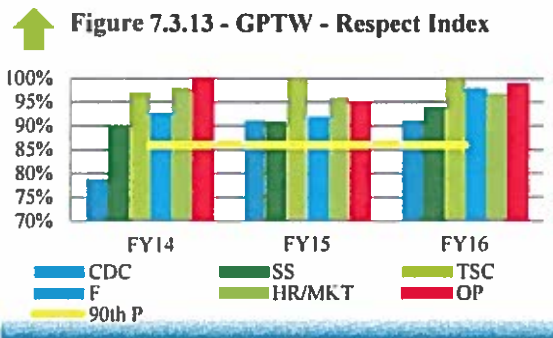
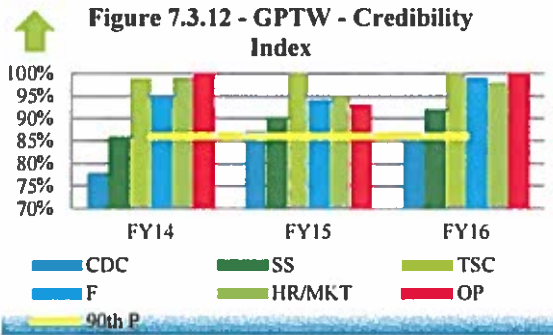
| Process                          | FY14    | FY15    | FY16    | FY17     |
|----------------------------------|---------|---------|---------|----------|
| Days off Per Year - Holiday      | 22      | 24      | 24      | 24       |
| Vacation Days Per Year -         | 10      | 10      | 16      | 16       |
| Days Off Per Year - Sick         | 12      | 12      | 12      | 12       |
| Employer Paid Healthcare         | 100%    | 100%    | 100%    | 100%     |
| Fitness Center                   | Yes     | Yes     | Yes     | Yes      |
| Maternity Leave                  | 30      | 60      | 60      | 60       |
| Childcare for Staff              | Yes     | Yes     | Yes     | Yes      |
| Maximum Tuition reimbursement    | \$2,500 | \$2,500 | \$2,500 | \$2,500  |
| Avg. Hourly Wage                 | \$22.8k | \$25.6k | \$27.5k | \$28.0k  |
| Avg. Salaried Wage               | \$53.2k | \$54.1k | \$57.9k | \$64.06k |
| 403b Retirement Match            | 100%    | 100%    | 100%    | 100%     |
| Paid Hours for Community Service | 8       | 8       | 8       | 8        |

**7.3 a(3) – Workforce Engagement**

**GPTW Workforce Satisfaction:**

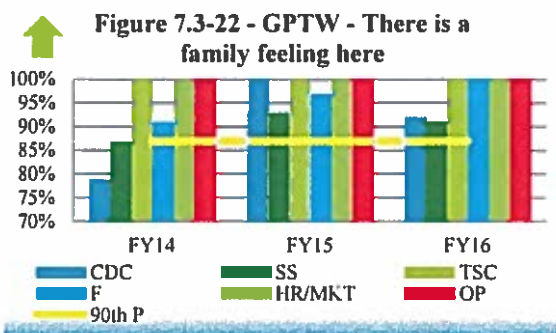
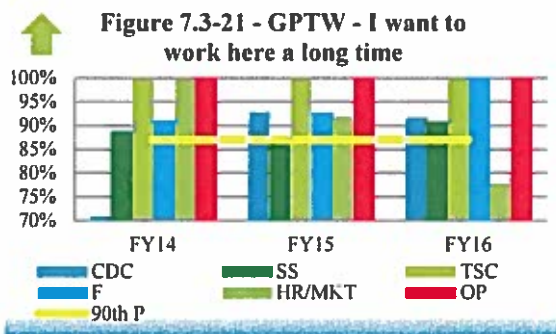
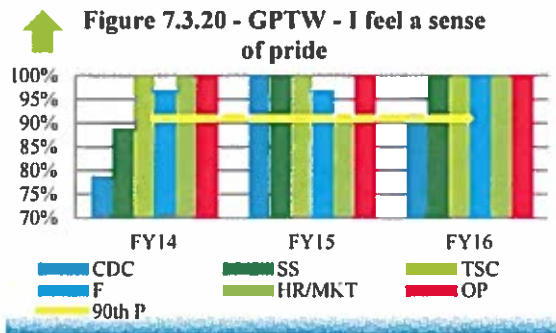
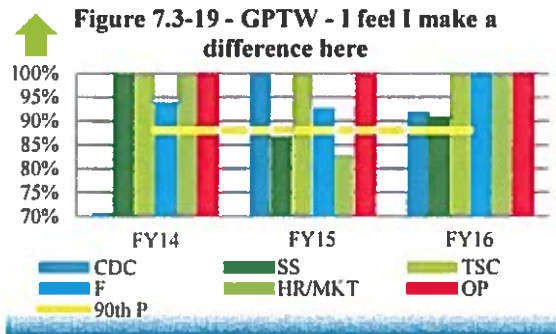
TCT has improved workforce satisfaction almost universally while participating in the GPTW program, resulting in benchmark leadership results in the top decile nationally. GPTW reports five broad measures that relate to various components of workforce satisfaction and engagement. These are credibility, respect, fairness, pride, and camaraderie. Figures 7.3-12 through 7.3-16 report levels of positive response for TCT in each of these categories segmented by work group. Figure 7.3-17 reports the average of all indices and Figure 7.3-18 reports the results of a GPTW workforce satisfaction statement “This is a great place to work.”

| Legend for GPTW Figures 7.3-12-32 & 7.4-1-7 |                            |
|---|----------------------------|
| CDC   | Child Development Center   |
| F   | Faculty                    |
| SS  | Strategy Center            |
| HR MKT                                      | Human Resources/ Marketing |
| TSC   | The Strategy Center        |
| OP  | Operations                 |



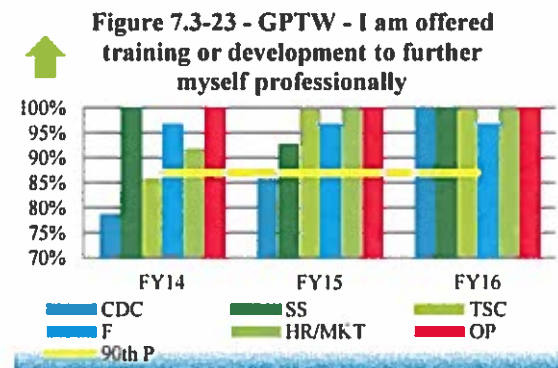
**GPTW – Workforce Engagement**

Figures 7.3-19 through 7.3-22 report levels of workforce agreement on the GPTW survey with statements that measure workforce engagement. Again, TCT almost unanimously registered in the top decile.



**7.3 a.(4) – Workforce and Leader Development**

The annual GPTW survey asks the workforce to agree or disagree with a statement that illustrates workforce perception of development. The specific statement is “I am offered training or development to further myself professionally.” Figure 7.3-23 illustrates workforce response rates to this question.



TCT prides itself on providing workforce and leadership development to its workforce. This commitment manifests itself in many ways. Figure 7.3-24 displays leadership and workforce development data, processes, and events.

**Figure 7.3-24 - Leadership and Workforce Development**

| Process  | FY14     | FY15     | FY16     |
|--|----------|----------|----------|
| Percent of Workforce Receiving Tuition Reimbursement | 15%      | 15%      | 19%      |
| Amount of Tuition Reimbursement                      | \$21,999 | \$31,324 | \$37,581 |
| Professional Development Budget                      | \$38,079 | \$38,827 | \$55,319 |
| Tri County University - Adjunct Enrollments          | 0        | 77       | 90       |
| Tri County University - Total Enrollments            | 0        | 161      | 430      |
| DDI Classes Completed Through Halogen                | 0        | 0        | 1012     |
| Internal Promotions                                  | 6        | 4        | 4        |
| Number of Safety Trainings Required                  | 4        | 4        | 4        |

**7.4 – Leadership and Governance Results**

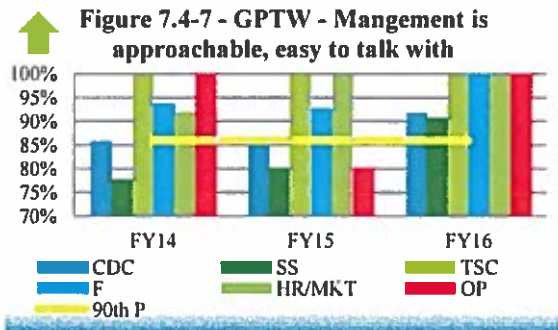
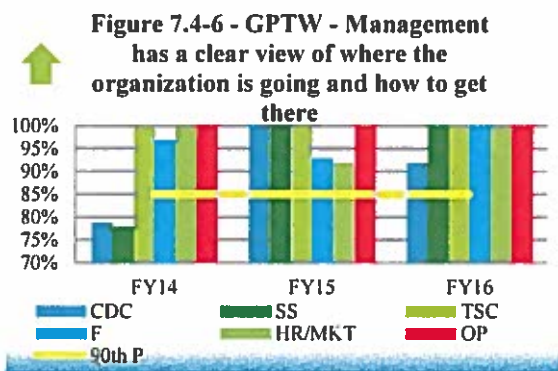
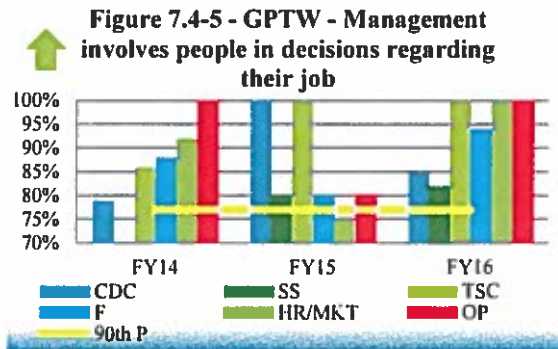
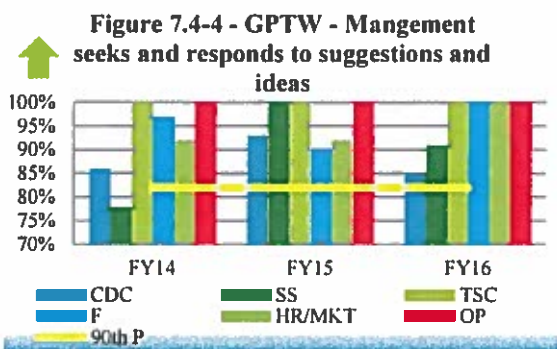
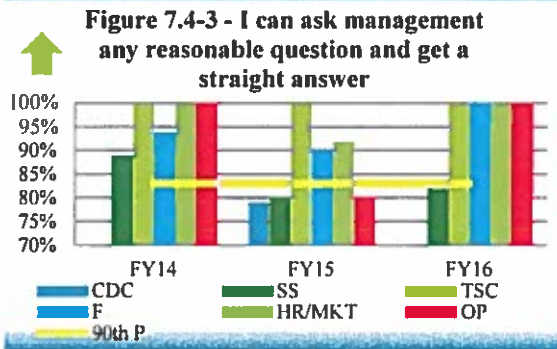
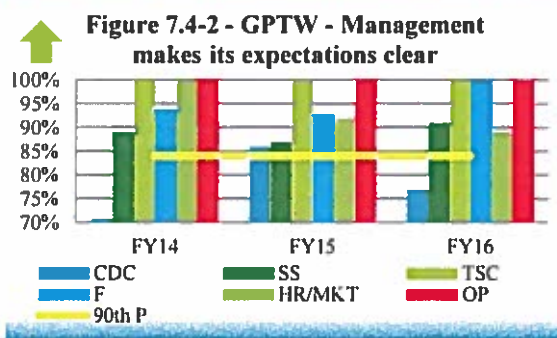
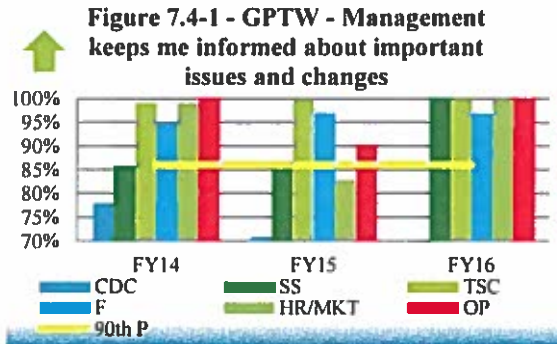
**7.4 a – Leadership, Governance, and Societal Responsibility Results**

**7.4 a.(1) – Leadership**

The annual GPTW survey provides measures that establish workforce perception of leadership. These results almost universally place TCT's perceptions in the top decile nationally. The following figures establish levels for communication (Figures 7.4-1 and 7.4-2), engagement (Figures 7.4-3 through 7.4-5), vision and values deployment (Figure 7.4-6), and two-way communication (Figure 7.4-7).



Figure 7.4-8 reports additional leadership results that relate to communication and engagement with workforce, students, and other customers.



**Figure 7.4.8 – Leadership Results**

|   | FY14 | FY15 | FY16 |
|---|------|------|------|
| Monthly all workforce Superintendent's forum        | Yes  | Yes  | Yes  |
| White Bisons awarded at Superintendent's forum      | Yes  | Yes  | Yes  |
| All workforce meet individually with Superintendent |      | Yes  |      |
| Vision 2020 posted on website                       | Yes  | Yes  | Yes  |
| Annual Operational Plan posted on website           | Yes  | Yes  | Yes  |
| Operational Plans posted on Up Arrows               | Yes  | Yes  | Yes  |
| Program and Workgroup Advisory Boards               | Yes  | Yes  | Yes  |
| Monthly BOE meeting                                 | Yes  | Yes  | Yes  |
| Other customer consultations                        | Yes  | Yes  | Yes  |
| Student comment process                             | Yes  | Yes  | Yes  |
| E-mail  | Yes  | Yes  | Yes  |
| Enrollment finalization                             | Yes  | Yes  | Yes  |
| Website   | Yes  | Yes  | Yes  |
| Program visits and tours                            | Yes  | Yes  | Yes  |

**7.4 a.(2) – Governance**

**7.4 a.(3) – Law, Regulation, and Accreditation**

Figure 7.4.9 reports TCT’s results as they relate to governance, legal, regulatory, and accreditation measures.

| Figure 7.4-9 - Governance, Legal, Regulatory, and Accreditation Measures |      |      |      |
|--|------|------|------|
|  | FY14 | FY15 | FY16 |
| Internal audit significant finding                                       | 1    | 0    | 0    |
| External audit compliance  | Yes  | Yes  | Yes  |
| IRS audit findings   | 0    | 0    | 0    |
| BOE Meeting minutes showing contract approval                            | Yes  | Yes  | Yes  |
| Pledge of Ethics signed and oath taken by BOE members                    | Yes  | Yes  | Yes  |
| Financial reporting in BOE meeting                                       | Yes  | Yes  | Yes  |
| SLT Performance Appraisal complete                                       | 100% | 100% | 100% |
| BOE members completing BOE self-evaluation                               | Yes  | Yes  | Yes  |
| Budget published annually in newspaper                                   | Yes  | Yes  | Yes  |
| Student Handbook access & signature                                      | 100% | 100% | 100% |
| Internet Conduct Agreement signed  | 100% | 100% | 100% |
| BOE Policies available on Intranet and in Superintendent’s Office        | Yes  | Yes  | Yes  |
| Program specific agreements  | Yes  | Yes  | Yes  |
| Non-kickback affidavit signed  | 100% | 100% | 100% |
| OSHA compliance  | Yes  | Yes  | Yes  |
| IDEA compliance  | Yes  | Yes  | Yes  |
| ODCTE accreditation met  | Yes  | Yes  | Yes  |
| SDE accreditation met  | Yes  | Yes  | Yes  |
| OSBC accreditation met   | Yes  | Yes  | Yes  |
| ADACDA accreditation met   | Yes  | Yes  | Yes  |
| OBN accreditation met  | Yes  | Yes  | Yes  |
| Eight voluntary accreditations met                                       | Yes  | Yes  | Yes  |

**7.4 a.(4) – Ethics**

The annual GPTW survey measures the perceptions of educators as it relates to ethical and trustworthy (Figure 7.4-10) management. These results place workforce perceptions of ethical leadership in the top 10% nationally.

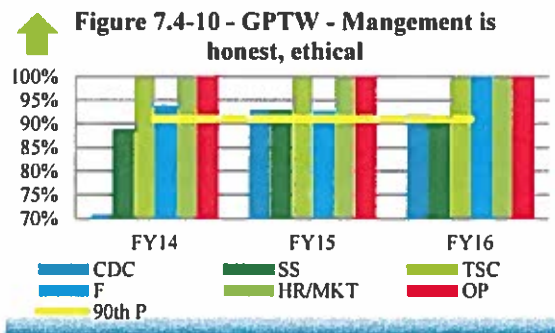


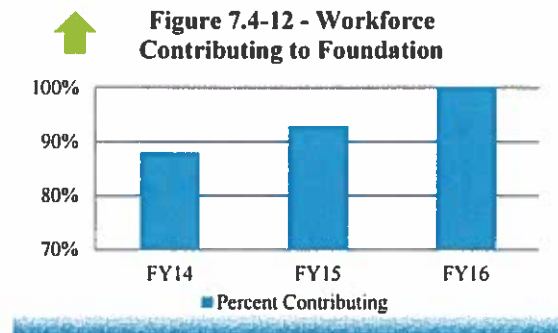
Figure 7.4-11 reports additional results related to the ethical behavior of management.

**Figure 7.4-11 – Ethics Results**

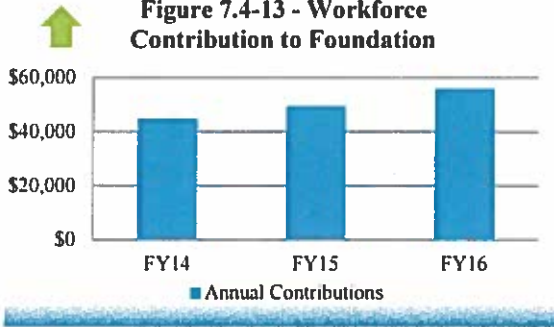
|  | FY14 | FY15 | FY16 |
|--|------|------|------|
| Code of Conduct                            | 100% | 100% | 100% |
| Employee Code of Ethics signed             | 100% | 100% | 100% |
| Employee Cumulative Loyalty signed         | 100% | 100% | 100% |
| Employee Policy Acknowledgement signed     | 100% | 100% | 100% |
| Employee Internet Access Agreement signed  | 100% | 100% | 100% |
| Employee Consent to Drug Test signed       | 100% | 100% | 100% |
| Employee background check                  | 100% | 100% | 100% |
| Employee termination due to ethical breach | 0%   | 0%   | 0%   |
| % SLT evaluated annually by Supt /CEO      | 100% | 100% | 100% |
| Progress Report presented to BOE           | 100% | 100% | 100% |
| # of open meeting violations               | 0%   | 0%   | 0%   |
| # harassment complaints filed              | 0%   | 0%   | 0%   |
| # of suits filed due to IEP non-compliance | 0%   | 0%   | 0%   |

**7.4 a.(5) – Society**

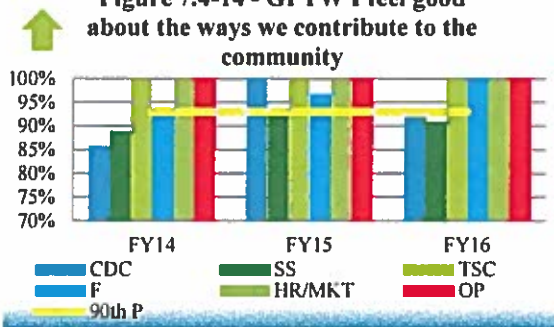
TCT is proud of the manner in which its work provides service to our community and society. TCT requires each educator to donate community service hours annually (for most, 16 hours) and corporately participates in the United Way Day of Caring and other external service activities. However, one of the most impressive measures of societal improvement come from the administration of the TCT Foundation as discussed in 1.2c(1). Figures 7.4-12 and 7.4-13 report the percentage of workforce who contribute (100% in FY16) and amount contributed by workforce to the TCT Foundation. Figure 7.4-14 reports workforce agreement with a GPTW statement related to societal well-being, and Figure 7.4-15 reports additional societal improvement measures including recent key Physical Plant efforts toward conservation.



**Figure 7.4-13 - Workforce Contribution to Foundation**



**Figure 7.4-14 - GPTW I feel good about the ways we contribute to the community**



**Figure 7.4-15 - Societal Responsibility Results**

|   | FY13     | FY14     | FY15     | FY16      |
|---|----------|----------|----------|-----------|
| % of Workforce Performing Community Service   | 100%     | 100%     | 100%     | 100%      |
| % of Workforce Meeting Community Service Goal | 100%     | 100%     | 100%     | 100%      |
| Scholarships Amount Awarded                   | \$40,000 | \$60,000 | \$92,500 | \$152,450 |
| Number of Non-Profits Using Event Service     | 9        | 7        | 40       | 54        |
| Number of Water Bottle Filling Stations       | 0        | 2        | 2        | 8         |
| Environmental Controls for Heat and Air       | Yes      | Yes      | Yes      | Yes       |
| Number of LED Lights Added                    | 0        | 0        | 0        | 124       |

**7.4 b – Strategy Implementation Results**

**Vision 2020:**

TCT's strategic plan Vision 2020 consists of 29 goals, four of which are considered major, to be completed by the year 2020. Achievement of our goals will position TCT as a regional and national role model for career tech and secondary education. TCT has met 18 of 29 goals with four years remaining. Figures 7.4-16 details the completion percentage of Vision 2020 goals by Core Competency.

**Figure 7.4-16 -- Vision 2020 Results**

| CC                                    | FY12 | FY13 | FY14 | FY15 | FY16 |
|---------------------------------------|------|------|------|------|------|
| Instructional and Learning Excellence | 17%  | 33%  | 50%  | 50%  | 50%  |
| Economic/Community Development        | 33%  | 33%  | 33%  | 33%  | 50%  |
| Fiscal and Operation Effectiveness    | 60%  | 70%  | 70%  | 80%  | 80%  |
| Employee Development/Well-Being       | 29%  | 43%  | 57%  | 57%  | 71%  |

**Annual Operational Plan:**

During each summer's Leadership Retreat, LT sets annual performance targets, or KPMs. These targets or goals become TCT's annual OP. Successfully meeting or exceeding OP goals becomes a factor in workforce performance pay. Figure 7.4-17, reports annual success in meeting or exceeding OP goals. Figure 7.4-18 reports levels for each KPM historically.

**Figure 7.4-17 – Operational Plan Results**

| CC                                    | FY12 | FY13 | FY14 | FY15 | FY16 |
|---------------------------------------|------|------|------|------|------|
| Instructional and learning excellence | 100% | 100% | 100% | 33%  | 100% |
| Economic /Community Development       | 100% | 100% | 100% | 75%  | 100% |
| Fiscal and operational effectiveness  | 100% | 100% | 100% | 100% | 100% |
| Employee development/well-being       | 100% | 100% | 100% | 75%  | 100% |

**Figure 7.4-18 – Operational Plan Success**

|   | FY13    | FY14    | FY15    | FY16    |
|---|---------|---------|---------|---------|
| Completion/Retention                        | 93%     | 92%     | 94%     | 93%     |
| Graduate licensure and certification rate   | 97%     | 97%     | 95%     | 97%     |
| Programs with national certification        | 65%     | 68%     | 68%     | 74%     |
| Placement                                   | 92%     | 92%     | 89%     | 91%     |
| Staff meets community service goal          | 100%    | 100%    | 100%    | 100%    |
| HS graduates continuing education           | 68%     | 65%     | 60%     | 64%     |
| Adult average wage                          | \$15.36 | \$14.40 | \$15.55 | \$17.18 |
| Budget spent on direct classroom support    | 64%     | 63%     | 63%     | 64%     |
| Total enrollment                            | 13,628  | 14,634  | 16,604  | 21,184  |
| Employee retention rate                     | 94%     | 94%     | 90%     | 95%     |
| Staff meets professional development goal   | 100%    | 100%    | 100%    | 100%    |
| Staff with national certification/licensure | 51%     | 51%     | 54%     | 54%     |
| Staff with a Bachelor's                     | 62%     | 64%     | 65%     | 66%     |



Figure 7.4-19 reports examples of intelligent risks undertaken at TCT.

**Figure 7.4-19 – Key Intelligent Risk and Innovations**

|   | FY13 | FY14 | FY15 | FY16 |
|---|------|------|------|------|
| Eliminate Federal Funding               | N    | Y    | Y    | Y    |
| Flex Programs                           | N    | N    | Y    | Y    |
| Office of Quality                       | N    | N    | Y    | Y    |
| School of Business and Entrepreneurship | N    | N    | Y    | Y    |

**7.5 – Budgetary, Financial, and Market Results**

**7.5 a.(1) – Budgetary and Financial Performance**

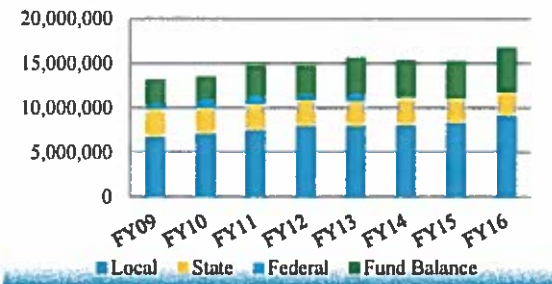
**Budgetary Performance:**

TCT has enjoyed positive financial results in recent years. This is due to deliberate and insightful decisions made by SLT. In particular, TCT has been selective regarding which taxpayer monies to accept, proactive in anticipating diminishing state funding levels, and actively increasing revenue controlled locally. In FY14 TCT eliminated federal funding. While federal funds added to revenue, they also added locally funded expenditures. TCT was able to match revenue losses of federal funding with commiserate expenditure cuts as a result of eliminating inefficient federal programs. Figures 7.5-1 and 7.5-2 show general budget data. Revenue over the period shown is up 26%. Local revenue over this period is up 35%. Because TCT is a non-profit organization, expenditures match revenues annually.

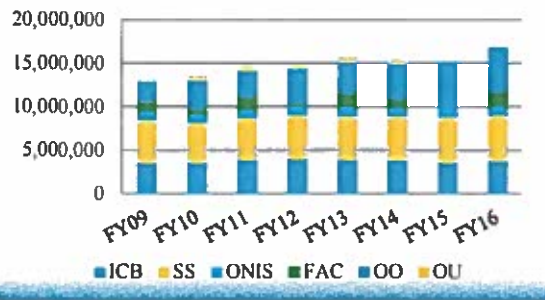
**Fund Balance**

A cost-containment measure at TCT is the school’s fund balance. This revenue is critical to insure adequate cash flow. Much of TCT’s funding comes from local property tax revenues received mid fiscal year. Technology Centers are allowed to carry forward funds from the previous fiscal year to bridge the gap. Anticipating state funding reductions, TCT used an increased fund balance as a means to protect against deep cuts in aid. The success of increasing fund balance is the result of collectively scrutinizing expenditures, being deliberate with staffing, and increasing resources devoted to local revenue generation, while never cutting quality or quantity of service to our community. Figure 7.5-3 displays TCT’s fund balance level historically. TCT’s fund balance is up 80% and a million dollars over the period shown.

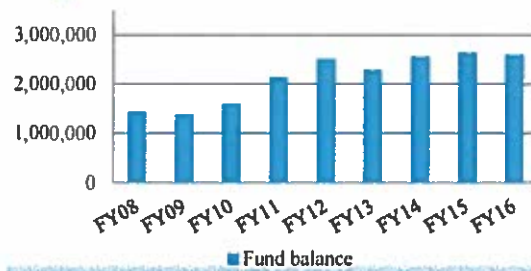
**Figure 7.5.1 - Revenue**



**Figure 7.5.2 - Expenditures**



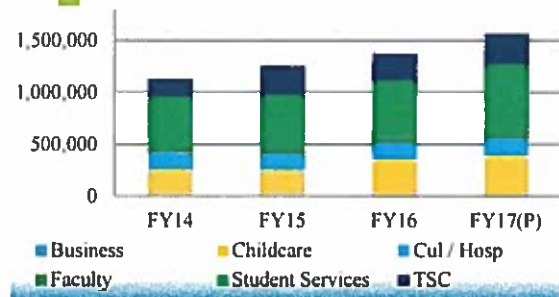
**Figure 7.5.3 - Fund Balance**



**Local Controllable Revenue:**

TCT has focused on increasing local funding and revenue to further offset reductions in state and federal funding. In recent years, the school has rebranded and relaunched existing offerings (The Strategy Center and Community Education) while deploying a brand new adult education offering (Flex). Figure 7.5-4 shows the amount of local controllable revenue realized in the past four years. In total, local controllable revenue is up 26% and more than \$300,000 over the past four years. Figures 7.5-5 through 7.5-8 show the revenues of the four workgroups that generate the majority of local controllable revenue.

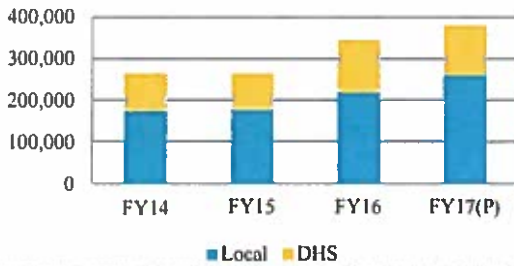
**Figure 7.5.4 - LCR**



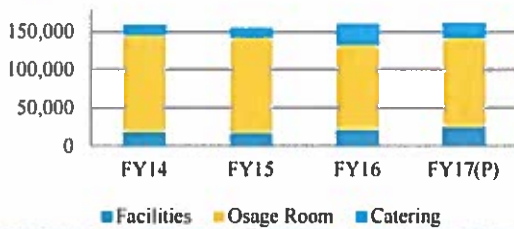
## Category 7 – Results



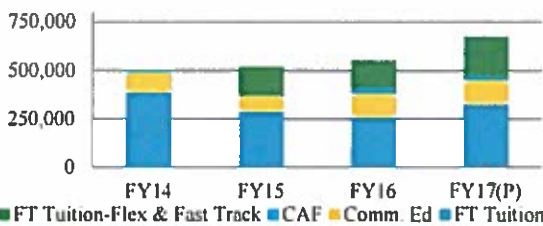
**Figure 7.5.5 - CDC Revenue**



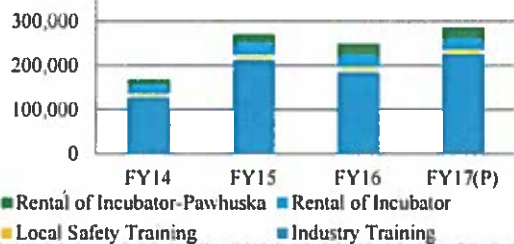
**Figure 7.5.6 - Culinary / Hospitality Revenue**



**Figure 7.5.7 - Student Services Revenue**



**Figure 7.5.8 - The Strategy Center Revenue**



**7.5 a.(2) –Market Performance**  
**Increased Market Share:**

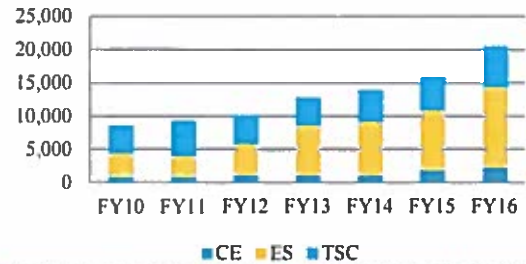
**Enrollments:**

For Community Education (CE), The Strategy Center (TSC), and Event Services (ES), market share is vital to revenue. In each case market share can be represented by enrollments/contacts. TCT has increased total enrollment/contact 140% over the period shown (Figure 7.5-9). Both Community Education enrollments (Figure 7.5-10)

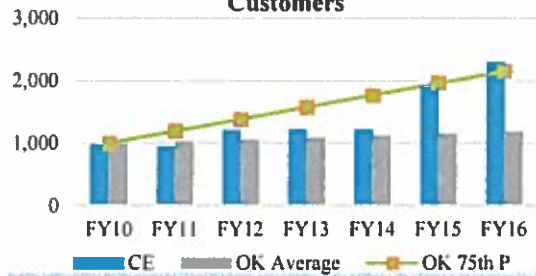
and Strategy Center enrollments (Figure 7.5-11) have grown. Comparison data for CE and TSC come from ODCTE data. Because no state data is maintained regarding Event Services, its growth is shown with population growth of the three counties served as comparison (Figure 7.5-12).



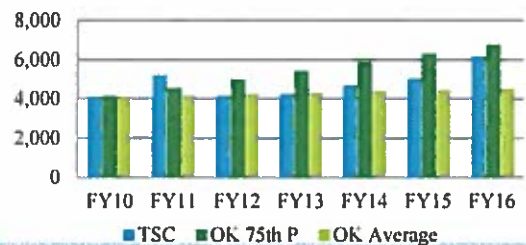
**Figure 7.5-9 - Total Customers**



**Figure 7.5-10 - Community Education Customers**



**Figure 7.5-11 - Strategy Center Customers**



**Figure 7.5-12 - Event Services Customers**

