

# Award Nominees

## 2017 PACE Service Award

**Karen Gutenkauf- Current PACE President**

**Thank you!**

## 2017 PACE Ambassador of the Year

**Nominee:** Dwight Kos

- 1. How does this individual's active involvement in professional and/or community organizations at the local and state level add value to Business & Industry Services and customers to advance the footprint of brand of PACE?**

Dwight is a member of several community agencies. He is on the Choctaw County Emergency Management Team and the Choctaw County Health Department Board. He serves as the chairperson of the Turning Point Coalition, the treasurer of both the Lions Club and Team Hugo and the secretary of the Farmers Market. Dwight ties these organizations together to bring a healthier workforce to the community through grants received by the Coalition and the Farmers Market. His involvement with Team Hugo brings KTC to the forefront in the economic development arena. How can you measure the impact of a Lions Club? Simply put, a town with an active Lions Club is growing; one without is dying.

- 2. How does this individual bring value to the companies, customers, and PACE members and have outstanding achievements to prove this through quality customer service to PACE members?**

Since Dwight has been Industry Coordinator, workmans' comp claims in Choctaw County have dropped significantly from 11% to under 7% for the first time ever. Also, Dwight has developed CDL testing programs to assist local residents.

- 3. How does this person bring awareness to the PACE Division by maintaining a high level of professionalism and actively recruiting others for leadership roles?**

Dwight brings a level of stability to local community boards and meetings that local leaders recognize; therefore, they seek out his involvement.

- 4. How does this candidate for PACE Ambassador of the Year demonstrate great leadership skills and demonstrate going above and beyond for PACE?**

Dwight uses an optimistic approach with everyone he meets or works with. This attitude encourages people to "line up on his side of the fence."

- 5. Other comments.**

When someone walks into Dwight's office, it doesn't matter if that person is a company CEO or a maintenance worker, his first response is always, "What can I do for you?"

## **2017 PACE Ambassador of the Year**

**Nominee:** Jorge Guerro

- 1. How does this individual's active involvement in professional and/or community organizations at the local and state level add value to Business & Industry Services and customers to advance the footprint of brand of PACE?**

Jorge is actively involved in the Career Tech safety team. In the community Jorge is respected for his contributions as a bilingual trainer. Jorge has made Spanish safety training available in NW Oklahoma over the last ten years. He is also a Career Tech ambassador in our community outside of safety.

- 2. How does this individual bring value to the companies, customers, and PACE members and have outstanding achievements to prove this through quality customer service to PACE members?**

Jorge has helped Autry increase safety training over the years by being available to partner with many companies where English is a second language. If a company in NW Oklahoma has attended a Spanish safety training they have used the curriculum that Jorge has created. Jorge also has helped many other tech centers with Spanish safety training and curriculum. Jorge is a mentor and leader for new trainers, and his training classes are used as an example for the newer trainers. Jorge is always willing to go the extra mile to talk about other career tech services

when he is out training with companies and has a solid grasp of the benefits of the system.

**3. How does this person bring awareness to the PACE Division by maintaining a high level of professionalism and actively recruiting others for leadership roles?**

Jorge works with many other schools within the tech system to help them with bilingual training, creating curriculum, and even policies and procedures in Spanish. He is a professional in all that he does and represents PACE and Career Tech everywhere he goes.

**4. How does this candidate for PACE Ambassador of the Year demonstrate great leadership skills and demonstrate going above and beyond for PACE?**

As Jorge's supervisor I can always count on Jorge making good decisions, and leading newer employees by example. Jorge will always do the right thing even in difficult situations and knows how to make decisions that will benefit the team and the system.

**5. Other comments.**

Jorge is known for volunteering at the clinic to help with bilingual families in need of help. Jorge will go out of the way to help others in every way.

## **2017 PACE Ambassador of the Year**

**Nominee:** Andrea Pogue

**1. How does this individual's active involvement in professional and/or community organizations at the local and state level add value to Business & Industry Services and customers to advance the footprint of brand of PACE?**

Andrea Golden-Pogue epitomizes this award. She has given her of her time, talent, and effort of being the best ambassador of our division. Her dedication to the division is remarkable. She has served us at the Local, State, and National levels of PACE always with a smile and the strong desire to build our membership and make our division stronger. She constantly looks for ways to partner with outside groups- she has made relationships exist for many companies with OkPACE and National PACE as well as OkACTE and ACTE. Andrea Pogue is the brand of PACE- she is a tireless contributor to the greater good. Andrea has served PACE at the state level as President, she has served OKACTE on various committees and ACTE as the National PACE Vice President on the ACTE Board. She has presented at the last four years ACTE conferences, is a member of the Post-Secondary Advisory group, PACE (State and National) Awards Committee, and she is presenting to the leadership of ACTE at National Policy Seminar in Washington DC.

**2. How does this individual bring value to the companies, customers, and PACE members and have outstanding achievements to prove this through quality customer service to PACE members?**

Once again, Andrea is only happy if she is serving people. Her very nature demonstrates this- between her southern hospitality of wanting to help those in and out of our system. If you need a question answered or are looking to build a program/course- we have heard her name many times come up as the person to call or go visit. Andrea has delivered customer service training to some of the technology centers in our system. Her customer service can be felt across the telephone or at an in person visit- always helpful and goes above and beyond to help others. She is giving of everything she has to make someone else successful. She has CareerTech at the center of her heart and possesses a deep love of our system.

**3. How does this person bring awareness to the PACE Division by maintaining a high level of professionalism and actively recruiting others for leadership roles?**

Leadership is Andrea's middle name- she enjoys training on the subject and is always trying to improve herself in business and in life. Some would say leadership was grown in her by her mentors Judy Cox, Judith Barnhart, Sharon Mitchell, and Shelba Murray- "the greats" as she like to call them. She pays them all the credit. Their love of helping others is what Andrea has patterned her leadership after for so many years. Andrea has recruited and encouraged many members into leadership roles in the system and PACE. Namely, the two PACE members filling out this award.

**4. How does this candidate for PACE Ambassador of the Year demonstrate great leadership skills and demonstrate going above and beyond for PACE?**

Specifically, Andrea doesn't say "no" well- when she is asked by OkACTE/ACTE/or PACE to train or serve or help in any way the answer is always a resounding "yes!" She would say that her greatest work is to serve people. It is what she was meant to do. We appreciate Andrea and her service to our division. Please help us to recognize her contributions to us. Andrea Golden- Pogue is PACE. We have known Andrea to drive to anyone needing assistance and lend a friendly ear or hand to the situation. She is a true servant.

**5. Other comments.**

We can't think of anyone more deserving of this award than Andrea!

## **2017 PACE Training Project of the Year Award**

**Nominee:** Fernanda Hagen- Francis Tuttle BIS

**1. Why this training activity was initiated (needs assessment) and what were the intended outcomes?**

Nestlé Purina's Oklahoma City plant, one of the nation's largest pet food production facilities, wanted to improve efficiency and reduce waste associated with its product packing lines, and Francis Tuttle BIS was ready to help.

Packing lines must regularly reconfigure to the specific packaging measurements for the numerous pet foods existing in the plant.

The opportunity was that every shift and every operator had their own way of managing set up and equipment adjustments and all this variation caused waste and inefficiency.

**The Challenge:** Variations in product dimensions and operator procedures led Nestlé Purina to explore better productivity in its packing line to reduce line stops for numerous equipment adjustments.

**The intended outcomes:** We were asked to help the internal team standardize procedures and reduce variation to curtail waste and increase productivity without sacrificing quality.

**2. What resources (human/equipment) were utilized to deliver this training activity?**

A cross-functional team to manage and implement the project.

We needed practical experience on the team and we wanted our work to be guided by the coworkers who handle these tasks every day so we brought in operators, maintenance experts, team leaders and managers, subject matter expert-instructor and coordinator from Francis Tuttle BIS Team. (Human).

Production Line, computer, projector, etc. (equipment).

**3. What creative solutions or customized training were utilized?**

Nestlé Purina asked Francis Tuttle BIS to help clearly define the operation of these lines by guiding a team through a centerlining exercise.

Centerlining is a process for reducing variability and increasing efficiency in the manufacturing process.

FT BIS brought a tailored solution to the plant's needs by creating a customized centerlining program that focused on hands-on development as opposed to classroom theory. While some general instruction was necessary to build a basic understanding of the procedures, only a small part of the team's time was spent in the classroom. The majority of the team's energy was spent on the manufacturing floor identifying and implementing necessary improvements and standardized processes for the line.

**4. What was the ultimate result (value) of the training to the customer/client? Did it meet the intended outcomes? How was it measured/ROI?**

We've seen an average efficiency improvement of 13.5 percent per line," Roland Performance Manager, said. "One line experienced an improvement of 36 percent.

These types of production line increases demonstrate positive results to the more than 350 coworkers on our Oklahoma City team. This impact is felt across the entire plant.”

“This project has provided immediate benefits,” said Kris Bilbrey, plant manager. “But, more importantly, we are maintaining the process which allows us to replicate and expand our knowledge very effectively.”

Echoing Bilbrey’s thoughts, Roland said it’s the ongoing impacts of Francis Tuttle’s program that will deliver the biggest benefit for the plant long term.

## **5. What partnerships were formed while developing this activity?**

“Our partners at Francis Tuttle didn’t just come in and do this for us,” Performance Manager, Roland said. “They taught us how to do it ourselves so we can implement these processes across the entire plant. We are now able to capture capacity that had been hidden in efficiency losses.”

Planting these seeds of instruction, Hagen said, was equally important for BIS.

“Instructing the Nestlé Purina employees on how to carry this process forward was important to us,” Hagen said. “This is how we create the most value for our business partners. By taking the time to teach, we have helped make the Nestlé Purina team more self-sufficient.”

Roland praised FT BIS and his coworkers for the project’s success.

## **6. Noteworthy comments or quote from customer/client.**

“This was truly a team effort,” Roland said. “Francis Tuttle helped us determine the best course of action for our particular challenge and worked alongside our staff to identify the solutions. Their guidance, coupled with the commitment and hands-on insight we received from our coworkers, is what made this project successful. We are exceeding our goals every day.”

## **2017 PACE Training Project of the Year Award**

**Nominee:** Indian Capital Technology Center BIS

**1. Why this training activity was initiated (needs assessment) and what were the intended outcomes?**

“Thank you! Cheers to you and ICTC for all that you have provided for us and fulfilled by this contract. Thank you! Thank you! Thank you!” Beth Wild, Program Director, Manufacturing and Related Pathways, Tulsa Community College.

In late November 2015, Indian Capital Technology Center was asked by Tulsa Community College to participate in a U.S. Department of Labor/Education & Training Administration (DOLETA) career training grant. Using federal grant funds, TCC had developed the Advanced Manufacturing and Related Pathways Program and was charged by DOLETA to train at least 1,000 people across Oklahoma between July 1, 2015 and March 31, 2016.

While the program was experiencing some successes, by late November, TCC felt pressed to gain the momentum it needed to meet that 1,000 target. It needed partners who could mobilize quickly and deliver industry-demanded training, so TCC turned to Indian Capital and three other technology centers across the state.

Recognizing this as a tremendous opportunity to leverage federal funds to meet the needs of its employers and expand its training capacity, ICTC signed a training agreement with TCC. Under that agreement, ICTC offered OSHA 30 for Construction and General Industry, which were often requested by employers.

ICTC held eight OSHA 30 classes between December 1 and March 30, 2016. Classes were held at ICTC's four campuses—Muskogee, Sallisaw, Stilwell, and Tahlequah. Those being served by the OSHA 30 training came from small businesses, non-profits, and large companies.

## **2. What resources (human/equipment) were utilized to deliver this training activity?**

DOLETA required that all instructors training under the career training grant be paid \$100 an hour—a rate typically unheard of for ICTC's safety instructors. However, grant funds were used to reimburse all instructor salaries, so ICTC could easily recruit new adjuncts and line up existing instructors to deliver the OSHA 30 training and meet the grant deadline of March 30 and its individual target of 80 people trained.

Further, grant funds were used to send two full-time staff and one adjunct instructor through OSHA 30 Construction and General Industry Train-the-Trainer courses.

Because of superior performance and employer demand, TCC and ICTC amended their training agreement two times—first in January and again in February—giving ICTC more money to conduct additional training.

## **3. What creative solutions or customized training were utilized?**

The creative solution used to deliver OSHA 30 (Construction and General Industry) training to our employers was the partnership with Tulsa Community College and the

use of federal funds to meet employers' safety training needs and expand its capacity to do so well beyond the life-cycle of the grant.

By participating in a federal grant as a sub-recipient during a time of tightening budgets at the local and state level, ICTC gained significant benefit while avoiding the complexities and demands of serving as the lone grantee or sole recipient of federal funding. For those unfamiliar with federal grants, they do not simply come with strings attached, they come wrapped in a ball of twine—federal law, regulations, fiscal and program reporting requirements and deadlines, etc.

Under the training agreement, ICTC simply had to have participants complete a grant-specific enrollment form, which was developed by TCC; and it filed reimbursement paperwork with TCC's Grants & Contracting Office. These were the only two functions outside of what ICTC would normally do to deliver training and track enrollment.

ICTC developed fliers; purchased two newspaper ads; used its already extensive employer network; and worked with partners, such as, the Cherokee Nation TERO office, the Muskogee Port Authority, the Oklahoma Manufacturing Alliance, and local chambers across its district to spread the word about the OSHA 30 training.

**4. What was the ultimate result (value) of the training to the customer/client? Did it meet the intended outcomes? How was it measured/ROI?**

**Customer Value**

Under this partnership with TCC, ICTC helped meet the intended outcome required by the U.S. Department of Labor/Education and Training Administration that at least 1,000 people receive training with the Advanced Manufacturing & Related Pathways grant funds. For its part, ICTC provided OSHA 30 (Construction and General Industry) training to 134 individuals from 27 companies. ICTC's original target was 80. Although three other technology center districts participated, including two large metropolitan districts, ICTC reached more employers and individuals.

By leveraging grant funds, ICTC charged only \$25 per person, which included all training materials and the OSHA card. This price point enabled ICTC to serve its small businesses and non-profits who could not have otherwise afforded to send personnel to OSHA 30 training, which can typically run around \$695 per person.

**Institutional Value**

ICTC generated 3,630 contact hours and received \$29,126.30 in instructor pay reimbursements. Grant funds were also used to send two full-time staff and one adjunct instructor through OSHA 30 Construction and General Industry Train-the-Trainer courses. Through this type of professional development and certification,

ICTC is meeting the safety training needs of its customers well beyond the life-cycle of the grant partnership.

## **5. What partnerships were formed while developing this activity?**

Because ICTC performed so well, TCC actually exceeded its training target of 1,000 people served. The final total was 1,013. This has solidified an on-going partnership with Tulsa Community College, which has recently asked us to partner with them on another federal grant opportunity.

Also, TCC instructors with the Advanced Manufacturing and Related Pathways Program have shared curriculum and expertise with ICTC, which further expands ICTC's capacity to serve employer partners.

And, additional partnerships were formed or strengthened with new and existing employers through their participation in the OSHA 30 training. Georgia-Pacific's Construction Division, for example, had not used ICTC for training frequently or in some time until the OSHA 30 training. However, after receiving exceptional customer service throughout the process of registering for OSHA 30 classes and excellent training during delivery, Georgia-Pacific's Construction Division has sent at least 16 employees through unrelated classes, including Excel and Microsoft Office.

## **6. Noteworthy comments or quote from customer/client.**

"Your OSHA 30 class last year was excellent. We were very pleased with it, and the rate of \$25 per person offered us a chance to send more employees from Georgia-Pacific. We look forward to sending more Georgia-Pacific employees to ICTC in the future. You always take such good care of us when we take classes with ICTC,"  
Shawn C. Murphy, Manager of Construction, Georgia-Pacific Corporation.

"The effort ICTC put forth in this collaborative is commendable, which is why we were pleased to formally recognize ICTC. Specifically, of more than 1,000 total students served under the grant, ICTC is responsible for training 10% of them," says Beth Wild, Program Director, Manufacturing and Related Pathways, for TCC.  
"Moreover, reaching and exceeding our goal of 1,000 students would have been impossible without this partnership. It is clear, through their hard work and dedication to this project that ICTC recognizes and responds efficiently and positively to collaborations like these in order to maximize education opportunities not only for their employers' employees but for their students. We appreciate this passion and look forward to our next collaboration."

**2017 PACE Training Project of the Year Award**

**Nominee:** Jesse Ashlock/ Blaine Frye-Autry Tech

**1. Why this training activity was initiated (needs assessment) and what were the intended outcomes?**

We met with Jason Skaggs (Safety Manager for Garfield County) regarding the wrecks the county has had recently. He mentioned that they were having too many claims. We talked about having the simulator at a driver course to add to their class. Garfield County put most of their sheriff deputies through the simulator. The intended outcomes were to reduce accidents, less injuries, less claims and keep cars on the road.

**2. What resources (human/equipment) were utilized to deliver this training activity?**

Garfield County borrowed 100 orange cones, we set up the drive sim at the Chisolm Trail Expo Center and Blaine Frye taught Intersection Approach CBT with the drive sim.

**3. What creative solutions or customized training were utilized?**

While talking to Jason Skaggs, the training needed to focus on the issues that the department was having. We found this computer based training specifically for police. We found scenarios on the drive sim that added to the computer based training. With the police CBT's, there were other fleet type computer based training. Garfield County has taken advantage of this with their CDL drivers.

**4. What was the ultimate result (value) of the training to the customer/client? Did it meet the intended outcomes? How was it measured/ROI?**

The ultimate result was that the total number of accidents went from ten accidents in 2014 and part of 2015 to two accidents in 2016 after training. Each accident ranged from \$0 to \$11,555; our training cost \$1600 for two days. Twenty four officers were trained in November of 2015. The training met the desired outcome by reducing the total number of accidents and reducing the total amount of money paid out on claims. It was measured by showing how many accidents previously compared to accidents after the training for a one year period.

**5. What partnerships were formed while developing this activity?**

Our partnership with Garfield County has become very strong through this training. Not only has Garfield County taken advantage of the training, their insurance company (Association of County Commissioners) has expanded the training to every county in Oklahoma. Garfield County is going through the training again in March of 2017 in conjunction with Grant County. The Association of County Commissioners

has also partnered with Compsource to provide the training at no cost to the counties.

**6. Noteworthy comments or quote from customer/client.**

Jason Skaggs stated, "I completely believe the training and awareness brought to the deputies is what has led to such a reduction in accidents in our police force. This not only keeps our claims low, our deputies safe, but also keeps units on the road more often".

**Nominee:** Kim Strom and Randall Smith-Meridian Technology Center

**1. Why this training activity was initiated (needs assessment) and what were the intended outcomes?**

As part of Meridian's strategy to provide value to residents of the school's district the Business and Industry Services division conducted a brainstorming session to identify clients who were not taking advantage of technology center services. National research regarding technology in the classroom indicates that 74 percent of surveyed teachers linked educational technology to student motivation and the same percentage report that having access to technology enables them to reinforce and expand content for their students. Kim recognized that there was an opportunity to partner with sending schools to help them leverage technology in the education environment. To determine if national data was reflected at the local level Kim initiated conversations with each of the district's 10 superintendents, school administrators and classroom teachers inquire about their use of technology in education. She discovered that several of Meridian's partner schools had laptops, iPads, SmartBoards and Promethean boards among their educational resources; however, many teachers indicated they did not know how to maximize their use in the classroom. With that, Kim and members of the BIS division sought ways to creatively meet that need. The result of this effort is known as Technovation4Innovation (T4E), a three-day technology training event designed specifically for educators. Since its inception the program now known as T4E has impacted 195 individual educators across the Meridian district.

**2. What resources (human/equipment) were utilized to deliver this training activity?**

Kim and Randall conduct informal surveys with district administrators and educators to shape the content of T4E. In 2016, T4E included 43 3-hour modules with the assistance of 18 instructors. A sampling of course offerings in 2016 included sessions focusing on how to maximize Google Docs and MicroSoft programs, engaging students with Powtoons, making flipped classrooms work, creating eBooks SmashWords and creating websites with Weebly. Because T4E focuses on the hands-on use and application of technology it is essential to have the resources available for participants to "see and do" throughout the event. Classes are taught on Meridian's campus, primarily in classrooms or the school's computer training labs, using approximately 108 desktop computers and laptops. Several of the modules focused on effectively using tablets requiring 12 iPads or Surfaces for training. Additionally, a combination of 4 Smartboards and Promethean boards were used during the event. Instructors used a variety of applications and software that

is available at low-cost or no-cost to educational entities. T4E also relied on vendors to assist with providing content and training tools that were specific to their technology brand and operating systems.

### **3. What creative solutions or customized training were utilized?**

T4E is not a typical training event for educators. Most professional development workshops or conferences for educators provide information to attendees but do not offer practical applications on how to use the material in their specific classrooms, or in the case of administrators, with educational personnel. Every session at T4E is designed with short segments of discussion followed by hands-on activities for participants to apply what they have just learned. To ensure that participants have time to master a skills T4E sessions are limited to developing two or three skills per session. Every topic is specifically designed with the teacher, administrator or support personnel in mind. For some sessions, teachers are asked to bring projects or ideas they would like to develop during a particular session.

### **4. What was the ultimate result (value) of the training to the customer/client? Did it meet the intended outcomes? How was it measured/ROI?**

Following each training module participants are asked to provide feedback on their experience, the course content and the instructor. These surveys provide valuable information for event organizers as they plan upcoming sessions and as they select instructors to help facilitate the courses. Survey responses continue to reflect that T4E provides attendees with a new level of proficiency in both software and practical applications. Data from 2016 reflects:

- 94.3% of attendees gave a good or excellent rating of their sessions
- 95.1% will recommend T4E to others
- 18 different school districts were represented, including all 10 MTC sending schools
- Record attendance with 96 participants
- \$8500 in sponsorship to support teacher scholarships and offset expenses.

### **5. What partnerships were formed while developing this activity?**

In addition to assisting with the skill development of educators, administrators and support personnel throughout the Meridian district, T4E helped strengthen the relationship among teachers and the technology center. It is Meridian's policy to offer a discounted tuition for educators within the school's district. Despite this policy being in place for years very few educators took advantage of the benefit. T4E provided an opportunity to remind educators that Meridian is a resource for them. The success of T4E has led to an ongoing "Educator Series" in Computer Training Services. These classes are limited to educators and are offered at a time that is convenient for this demographic to attend. An additional and unintended benefit of

having a wide variety of administrators, educators and support staff on Meridian's campus is that they had the opportunity to become more familiar with the CareerTech system and the variety of training opportunities that Meridian provides. Kim and Randall discovered that for many elementary and middle school personnel attending T4E it was the first time they had been on Meridian's campus. In some ways this professional development event for district educators has turned into a recruiting opportunity for Meridian. In many instances participation in T4E comes at expense of its participants. School budgets continue to experience funding cuts and frequently professional development allocations are the first to be reduced or eliminated. T4E continues to remain a cost-friendly professional development program because of the generous donations from community partners. Each year local employers have rallied to support the continuation of this program. Whether it is through providing scholarship funds for a certain number of participants to attend or through a gift of unrestricted funds, industry partners are essential to the keeping this program affordable.

## **6. Noteworthy comments or quote from customer/client.**

Attendees had this to say about T4E:

- "I wish I had more days available to come!"
- "I enjoyed all of the info I learned this week. VERY ORGANIZED!!!"
- "I loved all the extra time to explore and create on our own! Fantastic!"
- "This class had some great information that I will use!"
- "This instructor was knowledgeable yet can present it on a level that everyone can understand."
- "Great class! It helped me and I'll be able to use this for my classroom next year! Thank you for having it!"
- "Wow, what an amazing session! I learned so much from this course."
- "This was the best workshop! We had lots of fun. Amazing educational application!"
- "I loved hands-on learning!"
- "Texted my principal 3 times to tell him ideas! Very exciting!"

## **2017 PACE Training Project of the Year Award**

**Nominee:** Tosia Maples-Canadian Valley Tech Center BIS

### **1. Why this training activity was initiated (needs assessment) and what were the intended outcomes?**

In the fall of 2014, CVTECH started meeting with Halliburton (who was building a brand new service facility across the street from the Canadian Valley Technology Center El Reno Campus) to discuss what training needs this new facility would require and where CVTECH could assist. Stan Yerton (Halliburton District Manager) noted that their in-house training would not be able to satisfy the training needs of the new facility. Tosia Maples (CVTECH Industrial Coordinator) then spent time with Stan working on a detailed needs assessment to determine:

- what training was needed,
- which of these trainings Halliburton could accomplish in-house and
- which trainings CVTECH would conduct.

At this time, it was decided CVTECH would conduct a 40 hour New Employee Orientation training for every new employee. Tosia worked with Stan Yerton and Kenny Mossman (District Safety Manager) to develop this 40 hour training class. The primary focus of this class is to integrate a safety mindset and teach the “Halliburton culture” to every new hire.

The original goal was provide high quality New Employee Orientation training. Due to the success of this class, Halliburton now trusts CVTECH to conduct all their PEC Core Safeland classes, Medic 1st Aid CPR classes and their forklift training. Halliburton recently purchased the land on the north side of CVTECH’s campus and is building a Bulk Sand facility. Halliburton noted that due to the success of CVTECH’s training, they wanted their new facility to be close to our campus in order to conduct additional training once the facility is completed.

### **2. What resources (human/equipment) were utilized to deliver this training activity?**

Halliburton is very particular about who provides training to their employees, so they asked to meet with CVTECH’s instructors before any training was to take place as well as view the certifications of our trainers. Halliburton was very

pleased with the knowledge and professionalism of CVTECH's instructors and approved them to provide training.

When training began, CVTECH only had one trainer who could provide the PEC CORE training piece of the New Hire Orientation. This put a strain on CVTECH due to Halliburton having a New Hire Orientation training almost weekly so CVTECH sent three additional instructors through PEC CORE instructor training. Halliburton spent time training four of CVTECH's instructors on Halliburton's procedures, working safety, stop work authority, and respirator fit testing.

Much of Halliburton's New Hire Orientation training takes place at CVTECH El Reno campus. CVTECH's trainers conduct some trainings at their facility across the street and Tosia is working with Halliburton to develop training that will take place once the sand plant is completed.

### **3. What creative solutions or customized training were utilized?**

Halliburton commits two weeks of training to all their new employees. Stan noted that this pulls many of their employees away from their day-to-day activities while training their new hires. Due to the collaboration with CVTECH, Halliburton now saves one week of training for each new hire class. This has made them more efficient and profitable. As mentioned, Halliburton now has CVTECH train their new hires in the following areas:

- PEC Core Safeland
- Halliburton Culture
- Lock Out-Tag Out
- Medic First Aid CPR
- Stop Work Authority
- Working Safely
- DOT Training
- Respirator Fit Testing
- Coordinating all their CDL driver training

Halliburton has said that a majority of their second week training will take place on the Safety Training Pad and will be conducted by CVTECH once it is completed. This will enable Halliburton to save even more "work hours."

### **4. What was the ultimate result (value) of the training to the customer/client? Did it meet the intended outcomes? How was it measured/ROI?**

Halliburton has repeatedly noted that their collaboration with CVTECH has been very positive. The original goal was met and the new goal is continually being

accomplished with the additional trainings Halliburton has entrusted to CVTECH. Halliburton has noted their recordable injury rate has been reduced by 31%! They have also noted that their typical turnover rate is lower at this facility and they attributed this to CVTECH's training.

The ROI for Halliburton's partnership with CVTECH has been: lower recordable injuries, better new employee readiness in terms of Halliburton spending less time trying to integrate their culture into the new employees, higher on the job employee efficiency, and dollars saved from training with an outside 3rd party. All of these have a positive effect on Halliburton's bottom line.

Since July, CVTECH has trained approximately 750 Halliburton employees, resulting in almost 18,000 contact hours. According to Halliburton, that number will continue to grow at a steady pace until further notice.

#### **5. What partnerships were formed while developing this activity?**

Halliburton has been affected by the Oil and Gas economic downturn. They have decreased their internal safety training team from 16 trainers down to 4 trainers. During this time Halliburton has leaned on their partnership with CVTECH to meet the training needs not only for their new employees, but also their current employees.

As Halliburton's facility continues to grow and industry changes occur, Halliburton will use CVTECH to meet their training needs and company goals for the foreseeable future.

Due to the success of CVTECH's partnership with Halliburton, Halliburton has recommended CVTECH to several companies they work with for their training needs. These recommendations have resulted in new partnerships formed.

#### **6. Noteworthy comments or quote from customer/client.**

A couple of comments from Halliburton's senior leadership:

"I love Canadian Valley. I cannot tell you how nice it is to not have interruptions and to be able to conduct a meeting with few, if any, distractions. They have been so wonderful to me and Halliburton – it is just amazing." -Donna Zahl, MidCon – HR Operations Manager

“In our initial meetings with CVVT, the staff demonstrated their willingness and flexibility to accommodate our training scheduling, courses, trainer competencies, as well as our future needs.” – Stan Yerton, District Manager

## **2017 PACE Innovation Award**

**Nominee:** Autry Technology Center - BIS

**1. Describe the need or cause that instigated this activity. How was the need established? What is the history of the situation?**

Northwest Oklahoma, and more specifically Garfield County, is currently affected by a skills gap. A skills gap happens when workers do not have the skills that match those needed for open jobs. The skills gap is only projected to grow over the next decade. The implications of this in the manufacturing and STEM (science, technology, engineering, and math) industries are significant. The skills gap negatively influences operations, company growth, and the bottom line in a variety of ways. Autry Technology Center and local business partners collaborated to close the gap. Many high school students, public school educators, and members of the community are unaware of the manufacturing and STEM career opportunities in the area. These same people also have misconceptions and preconceived ideas of what manufacturing and STEM is. MFG-STEM Day is an opportunity to help bring awareness and a better understanding of manufacturing and STEM careers and businesses in the local area as one way to help close the skills gap.

**2. Explain the originality of this activity. Why is it unique?**

The National Association of Manufacturers has an initiative directed toward celebrating modern manufacturing meant to inspire the next generation of manufacturers. This initiative is called “Manufacturing Day.” The official day occurs annually on the first Friday in October. The planning committee for MFG-STEM Day saw this initiative as a way for Autry Technology Center and local business partners to showcase exciting manufacturing and STEM techniques, products, equipment, and career opportunities to address the skilled labor shortage, connect with future generations, take charge of the public image of manufacturing and STEM, and ensure the ongoing prosperity of the industries. By adding STEM to Manufacturing Day made this event on Autry’s campus unique to the national initiative. Also, the events listed on the Manufacturing Day website were predominately tours of manufacturing facilities and places of business. There were no events that

combined resources allowing nearly 2,000 people see 11 companies and 25 training programs all on one campus.

**3. How were resources (human/equipment) utilized to their maximum efficiency?**

In order to pull 11 companies, 25 training programs, and nearly 2,000 people together for the MFG-STEM Day, a planning committee made up of Autry Technology Center's staff was utilized for development, preparation, and implementation of the event. Members of the committee were selected from a variety of departments at Autry. Business and Industry Services Industrial Coordinators, Marketing and Recruiting Directors and Coordinators, and Full-Time Program Directors made up the planning committee. Each member of the committee was tasked with jobs pertinent to their area of expertise. Industrial Coordinators made contacts with local business. Marketing designed, produced, and distributed all information about the event. Recruiters worked with area high schools to coordinate a schedule for high school juniors and seniors as well as faculty and staff to attend the event. Recruiters also went to the high schools and spoke to students, faculty, and staff about the event to promote it and to give the students a better understanding of the importance of the event. Full-Time Directors worked with all full-time program instructors and students to research and display information about everyday items in their field of study that were "Made in America." Maintenance staff and program instructors worked with members of the planning committee for logistics of where displays and booths would be set up for ease of flow of traffic. Autry's Lectorium, four large meeting/training rooms, six classrooms/labs, and one section of the parking lot outside were utilized for the displays and booths. Autry student ambassadors served as tour guides for the guests on campus for the event. One local business owner served as the emcee for the event. He spoke to each group of guests about the skills gap, the need for skills training, and the companies and programs with displays for the event. The actual day of the event all Autry staff members were available and were placed strategically throughout the campus to answer questions, provide direction, and supervise the event. Company representatives were stationed by their equipment/booths/displays and were available for demonstrations and questions throughout the day.

**4. Explain the value of the activity to the targeted audience (client). How did it help them?**

The core element to MFG-STEM Day was to alert hundreds of students, area educators, and the general public to the opportunity to visit manufacturers and see for themselves that manufacturing and STEM is alive and well in America and Northwest Oklahoma specifically. Those attending MFG-STEM Day were able to get involved and saw the next generation of manufacturing and STEM. Attendees

became more aware of manufacturing and STEM careers in their community, more convinced that manufacturing provides careers that are interesting and rewarding, and more motivated to pursue training for a career in manufacturing and STEM. Companies that showcased their products and services were able to promote and market career opportunities to help shrink the skills gap. The company representatives worked to change the public's perception in order to grow the overall pool of interest.

**5. Explain the collaboration involved putting this activity together.**

In order to pull 11 companies, 25 training programs, and nearly 2,000 people together for the MFG-STEM Day, a planning committee made up of Autry Technology Center's staff was utilized for development, preparation, and implementation of the event. Members of the committee were selected from a variety of departments at Autry. Business and Industry Services Industrial Coordinators, Marketing and Recruiting Directors and Coordinators, and Full-Time Program Directors made up the planning committee. Each member of the committee was tasked with jobs pertinent to their area of expertise. Industrial Coordinators made contacts with local business. Marketing designed, produced, and distributed all information about the event. Recruiters worked with area high schools to coordinate a schedule for high school juniors and seniors as well as faculty and staff to attend the event. Recruiters also went to the high schools and spoke to students, faculty, and staff about the event to promote it and to give the students a better understanding of the importance of the event. Full-Time Directors worked with all full-time program instructors and students to research and display information about everyday items in their field of study that were "Made in America." Maintenance staff and program instructors worked with members of the planning committee for logistics of where displays and booths would be set up for ease of flow of traffic. Autry's Lectorium, four large meeting/training rooms, six classrooms/labs, and one section of the parking lot outside were utilized for the displays and booths. Autry student ambassadors served as tour guides for the guests on campus for the event. One local business owner served as the emcee for the event. He spoke to each group of guests about the skills gap, the need for skills training, and the companies and programs with displays for the event. The actual day of the event all Autry staff members were available and were placed strategically throughout the campus to answer questions, provide direction, and supervise the event. Company representatives were stationed by their equipment/booths/displays and were available for demonstrations and questions throughout the day.

**6. Explain the adaptability of this activity. How could it be replicated at other schools?**

This program could be easily adapted and replicated at other schools. Working as a team, inter-departmentally at Autry Technology Center and externally with business

and industry, the event was a success for all parties involved. Taking the basic framework of promoting training programs at the technology center and inviting and including business and industry partners to showcase their products and services, other schools could host similar events. The members of the planning committee made sure that this event transformed from conception to realization. Details about scheduling partner school tours, set-up and take down of displays and equipment, mapping out strategic locations on campus, working with students and staff for day of the event presentations, promoting the event in the community along with many more were noted so the event could be replicated again. Surveys were distributed and de-briefing meetings were held to recap the event and look at ways to make the event bigger and better for the future.

## **2017 PACE Innovation Award**

**Nominee:** Krista Scammahorn-Moore-Norman Technology Center

**1. Describe the need or cause that instigated this activity. How was the need established? What is the history of the situation?**

As coordinators, we are repeatedly asked by companies and organizations, especially new and prospective BIS clients, "How do I know if the instructor is good? Will this training make a lasting impact on our employees? In the past we as coordinators could give them copies of evaluations done by another company's class or evaluations from a different topic. A piece of paper done by an anonymous source doesn't exactly exude quality and professionalism. We were asking them to "trust us"

**2. Explain the originality of this activity. Why is it unique?**

Hoping to solve this dilemma once and for all, MNTC Coordinator Krista Scammahorn had the team brainstorm about Instructors and/or classes we would like to see showcased for the benefit of showing our quality to prospects. The idea was born to develop a series of YouTube videos to be able to pull up in a prospect meeting or sales call and immediately show the quality and professionalism of our trainers and classes. Easy to pull up anywhere and if developed properly, the output is terrific. Numerous types of training can be put up as well, including: Basic soldering, Soft skills, CPR and Quality Systems. This is not meant to be on-line training, just a glimpse into the type of training we do with our quality adjunct instructors. In addition to a small clip from a mock class, we could do one-on-one interviews with the adjuncts for clients to see and hear about their experience.

**3. How were resources (human/equipment) utilized to their maximum efficiency?**

Scammahorn enlisted the help from departments all over campus including BIS, Instructional Design, Digital Video, Customer Service, HR and Marketing. But the "Stars" were the loyal adjuncts who showed up for their interview and mock-class prepared and willing to get everything just right. And they did all this on their own time - for free! But it was Krista who took the lead and acted as project manager, keeping the scheduling, production, facilities, personnel and editing on-going to get it the project done. She even got employees from all over campus to come sit in on these mock-classes and act like participants. Using nothing but internal resources, the cost of the project was virtually nothing!

**4. Explain the value of the activity to the targeted audience (client). How did it help them?**

With access to these quality YouTube videos, on-the-spot, during a sales call or during a planning meeting, these videos can be pulled up and shown immediately. Imagine being able to see what quality and content you are going to get when you invest your training dollars in a "known". The confidence given to our BIS staff and that of our extended training family goes way up. No longer do we as coordinators have only an old evaluation from another class or anonymous testimonies on a piece of paper to show to prospects. We are using instant technology to sell training.

**5. Explain the collaboration involved putting this activity together.**

As mentioned previously, multiple departments came together to work on and make this project a success. Though it took months to complete, people from numerous departments joined in to ensure success. Most enlightening was the collaboration between campuses and departments who hadn't worked closely together previously. Relationships and friendships were made that showed in the faces and participation on the actual videos.

**6. Explain the adaptability of this activity. How could it be replicated at other schools?**

Every school should be using today's affordable technology to promote the quality of what they can deliver through our programs. What we have done with our adjuncts and YouTube, can easily be done throughout Oklahoma's CareerTech system and the cost is nominal.

## **2017 PACE Innovation Award**

**Nominee:** Malachi Blaxton-Mid America Technology Center

**1. Describe the need or cause that instigated this activity. How was the need established? What is the history of the situation?**

In August of 2016, the Federal Aviation Administration placed new regulations in effect that would allow for the expansion of drone usage for commercial purposes. With that, individuals who passed the required FAA testing and vetting process would be allowed to start flying drones as a for-profit service, including uses such as agriculture, safety, security, media, movie production, and more. Since the new regulations are now in place, the Association for Unmanned Vehicle Systems are estimating that there will be a positive economic impact of \$13.6 billion in the next 3 years, with growth to \$82.1 billion in the next 8 years in the United States. This would also include the creation of over 100,000 new jobs. In Oklahoma alone, it is anticipated that the total economic impact of drone technology will be \$61.3 million by 2020, and \$78.2 million by 2025, directly or indirectly employing over 1,200 Oklahomans. With this, Mid-America Technology Center reached out to our community, and found that agricultural, industrial, and emergency management leaders were interested in finding quality training on drone usage, regulations, and repair, that could assist them with FAA section 107 certification information and preparedness.

**2. Explain the originality of this activity. Why is it unique?**

The Drone Flight Training Program at Mid-America Technology Center is believed to be the first short-term CareerTech program of its kind to include real flight time for

students. The program goes further than covering government regulations, and has a significant section on safe and effective drone usage. The program includes drone safety, FAA section 107 rules and government regulations, as well as significant flight time on state of the art drones provided by Mid-America. Students are taught how to sync drone GPS systems for satellite connectivity, how to troubleshoot potential issues, how to connect ground monitors, and how to initiate auto landing procedures in case of an emergency. Furthermore, students are taught about aerospace laws, how to communicate with airports about flight plans and operations, how to register a drone with the FAA, and what “not to do” while operating drones. Students in this program receive significant flight and flight operations experience, including emergency procedures, landing around obstacles, and the proper use of a visual observers. An additional part of the Drone Training Program is a course on Drone Maintenance and Repair, where students build, breakdown, repair, and begin to grasp the concept of how drones work, and how they can be adapted for different uses. Students also work on drones that need repaired from the Drone Flight Training Program, which helps them gain real world experience.

### **3. How were resources (human/equipment) utilized to their maximum efficiency?**

Drone instructors for Mid-America have themselves been through drone training with American-Drone Company, in order to help them be effective and knowledgeable drone instructors. Mid-America had drone instructors trained who already specialized in agriculture, fire-fighting, safety, and multimedia, to ensure that while building the program, multiple points of view would be used. With instructors housed in both Business and Industry Services, and the Full-Time program areas of Mid-America, BIS instructors have assisted with Full-Time programs when they are training students, and Full-Time instructors have assisted BIS by instructing as adjuncts for the training program. This has enabled a fluid transition when needing a qualified instructor to assist in the program. Mid-America Technology purchased 3 custom built Flame-450 Quadcopter Drones, with GPS systems and cameras enabled, along with ground monitors and controllers. This equipment can be used in our short-term Drone Training Program, our short-term Drone Maintenance and Repair program, and our full-time Multimedia Assistant program. This ensures that efficient use of the equipment can occur across the school. In addition, since we have a short-term Drone Maintenance and Repair course, when there is a technical issue with a drone, or when a part breaks, we are able to let students in that class repair the drones, so they are not only gaining practical experience, but they are also providing a needed service to the drone program. This saves time and money for our district when needing a drone repaired, as we do not have to contract the repair out to a company. Roughly half of the Drone Training Program takes place in a brick-and-mortar classroom, and flight training takes place in an open area on the south side of our campus. When weather is excessively hot or cold during flight training, we have utilized mobile classroom trailers that Mid-America already possessed, so students can warm up or cool down in a climate controlled

environment, as needed throughout training. We are fortunate to have open areas on our campus where drones can be flown without the risk to the public.

**4. Explain the value of the activity to the targeted audience (client). How did it help them?**

Since the first session of this program in September, 2016, we have served a variety of clients and students. This includes fire-fighters, electrical cooperative employees, agricultural professionals, photographers, Indian Nations employees, private pilots, a National Weather Service videographer, and many who are interested in drones for small-business or hobby usage. When students leave the drone courses that Mid-America offers, they have strong knowledge on the legal and regulatory stipulations on drone usage. They take with them multiple handouts and points of reference for future usage, as well as a pre-flight check-list that can be modified for all of their future drone endeavors. They also leave with the knowledge of free tools via phone applications that can be used to communicate with airports, check flying conditions, and check satellite connectivity. Students of this program also leave with real flight experience, practical knowledge of proper flying techniques, and flight experience around obstructions. Students are also confident to handle in-flight emergencies, as they have now practiced the proper procedures for this multiple times, with hands-on experience. When students leave the Drone Training Program, they have the knowledge needed to purchase an adequate drone for their needs, and use it for the purposes that they are allowed to by the extent of FAA regulations. They also have a clear basis of what FAA section 107 regulations are, and what steps will need to be taken next in order to prepare for a certification examination.

**5. Explain the collaboration involved putting this activity together.**

While planning to launch the Drone Training Program at Mid-America Technology Center, we recognized that we had multiple staff members who were already professionals in their respective fields, such as; safety, fire-fighting, agriculture, and videography, with several already having drone experience. With this, we knew that we would need to get each of them trained properly to become effective drone instructors, and lead a class of new students. In order to do this, Mid-America formed a partnership with America Drone Company, out of Moore, OK. This company is known around the state of Oklahoma for being a top-tier drone building, and drone training company, so we were excited when they were ready and willing to partner with us. With this, American Drone Company sent out their owner to do a demonstration for our administrative staff. Once this was complete and our administrators granted their support, we set up a training date for four of our employees. This included three BIS staff members, and one full-time program teacher, from our Multimedia Assistant program. We wanted to ensure that the drones and knowledge could be used in full-time and short-term programs, as this helps encompass Mid-America's overall mission. Three GPS enabled Flame-450

quadcopters were then custom built by American Drones for our program. Once we had the drones in our possession, American Drone Company came on site to train our instructors. After training was completed, Curriculum was developed in our Adult Education Department, reviewed by instructors, and classes were scheduled to begin in September, 2016. Since then we have also expanded into Drone Maintenance and Repair courses, which is taught by another full-time program instructor, who teaches as an evening adjunct for BIS.

**6. Explain the adaptability of this activity. How could it be replicated at other schools?**

This program is adaptable to schools across the CareerTech system, as it encompasses multiple Business and Industry points of focus, such as safety, fire-fighting and emergency management, agriculture, and marketing uses. It is also applicable to multiple facets of full-time programs, and is the perfect opportunity for BIS and full-time programs to partner with one another. Going through a similar process to what Mid-America did, other schools could successfully have their staff members trained by drone professionals, to ensure their drone instructors have the knowledge and abilities to teach the classes properly. Schools can also work with qualified adjunct instructors to help offer training. Drone equipment is easily attainable, and very affordable for a CareerTech school. Drones are a sought after and popular piece of equipment that multiple industries are finding efficient uses for. Drones are also very popular among hobbyist and enthusiasts. This presents opportunities for schools to offer customized Business and Industry classes, as well as open enrollment classes. Through open enrollment classes, and reaching out to companies through BIS coordinators and community demonstrations, other schools would be able to successfully gain students for the a drone training program, in the areas of industrial, safety, agriculture, and recreational interests. As drone usage continues to grow, it will be vital for CareerTech schools to lead the charge, replicate and build upon what works, and continually innovate drone training programs.

## **2017 PACE Innovation Award**

**Nominee:** BIS Department - Pontotoc Tech Center

**1. Describe the need or cause that instigated this activity. How was the need established? What is the history of the situation?**

Some of the PTC BIS Department attended a Women's Conference in a different community. We decided to put together a committee in our community to see if there was a need for us to have a "Women's Conference" in our community. The committee's vision was to offer a women's conference geared to professional women in our community that didn't have the opportunity to attend workshops in larger metropolitan areas. They targeted businesses that their employers didn't feel they could justify the money or the time away from work for their employees to attend conferences where they had to travel and spend the night. In addition, they wanted to address the issues that females face while trying to balance work and life. They wanted to offer affordable training for female employees in our area and bring in dynamic motivational speakers to address the issues that female employees are faced with on a daily basis. They were aware that most companies couldn't afford to send their employees to Dallas or Oklahoma City to attend workshops. Their vision

was to provide an affordable one-day seminar with first-class, nationally recognized motivational speaker. The committee's intent was to provide relevant breakout sessions with relevant topics that deal with the issues women in the workplace face so they can be well-rounded, productive, healthy employees. The committee saw a need for professional development for women in all areas and levels in the workplace. The committee knew of many business owners, front line employees, administrators and others that couldn't afford or justify the cost involved to attend "out of town" workshops with dynamic speakers. Their desire was to create that opportunity for women locally. The committee consisted of approximately 30 community leaders. It was a financial and marketing risk to provide training for professional and leadership training for women, and not a skill-based workshop. The committee wanted to empower women to be well-rounded, happy, healthy, employee or business owner.

## **2. Explain the originality of this activity. Why is it unique?**

This activity is unique because it brings over 20 people together on the committee to accomplish this project. The committee was made up of key businesses in our area. The dream was to bring in QUALITY speakers to allow female employees to have a special, one-of-a-kind motivating experience in our town, and not have to drive to metropolitan area. Our goal was to keep the cost down so business and individuals and Mom & Pop businesses could afford to send their employees. Ten businesses agreed to sponsor (pay money in addition to send people) to help pay for the speakers. We also have booths of PTC small business clients to show-case their products and services to attendees. This is also unique for the number of attendees we have. We have over 425 attendees - the largest training event in our school district.

## **3. How were resources (human/equipment) utilized to their maximum efficiency?**

The saying goes, "The sum is greater than individual parts"! That is certainly true in this case! By pooling local community and school resources, we are able to have a MUCH better conference than we would if the school did this conference by ourselves. The conference is in its sixth year. The first year we started with \$6,000 in sponsorships and this past year we had \$12,000 in sponsorships which enabled us to bring in nationally known speakers and provide a sit-down meal with 400 in attendance. We offer 15-20 break-out sessions using both local and state speakers. We started with 150 in attendance and we now have over 400 in attendance, which is the maximum number we can accommodate. We also utilized our students in our Graphic Design classes to design the marketing material to promote the conference. We partner with other institutions to access their data base to send e-mail blast to potential attendees. We work with instructors and businesses in the community to provide a style show to show proper affordable work-place attire. We work with the staff at PTC and ECU to provide accessible transportation and parking for the

attendees. We partner with the Chickasaw Nation Employee Events Department to donate their time and resources to provide unique table decorations and centerpieces for the conference to make it a first-class setting. We coordinate with the staff at ECU and Mercy Hospital to provide a healthy, affordable lunch. We work with local businesses to donate merchandise and prizes so each attendee gets a gift for attending and have a chance to win door prizes. We strive to stay abreast of “hot-topics” and try to attract the best breakout sessions and keynote speakers for our conference. We maximize all of the resources available to provide a first-class, enjoyable experience for the women that attend to empower them to better individuals and employees.

**4. Explain the value of the activity to the targeted audience (client). How did it help them?**

Our goal was to empower women in the Workplace and provide affordable training locally. We wanted to provide training locally that will give women the resources needed to perform their jobs better and live a healthier lifestyle. The end result will be a better, productive employee. The first year we had this conference a lady said, “I have never been able to go out of town to a conference like this! I have always wanted to, but my company has never had the money to send me to a conference. Thank you for providing it here locally!” We will always remember this lady and this comment, because SHE was and is our target market. Our target market is the female employee trying to balance work and life and who either can’t afford, or just doesn’t have the ability to go to a Dallas, or Tulsa, or Kansas City to see the quality of speakers that we have been able to provide. There are many front line employees that see their “bosses” go to conferences, and we wanted to give that to the “ladies at the front desk, who enjoy feeling educated and pampered for a day!” This in turn shows the employee that their employer “values” them as an employee. From the evaluations we get at the conference (and the repeated attendance) we are achieving this goal. We are reaching our target market! It helps them by providing a day to attend a first-rate conference, be exposed to both professional and personal educational topics, go back to work the next day renewed, refreshed and ready to CONQUER THE WORLD!

**5. Explain the collaboration involved putting this activity together.**

This collaboration involved both man-power and financial resources. We saw the importance of recruiting key business leaders to be involved in the process. It was critical to have buy-in from the community leaders to see what breakout sessions were pertinent to their employees. The committee involves approximately 30 businesses and community leaders in the area. They recruited financial sponsors ranging from \$500 to \$5,000. Our goal was to bring in a top-notch, nationally recognized speakers and without sponsorships this would not have been possible. In return for the sponsorships, the businesses would get to send individuals from their

company to attend free. The committee used their resources and contacts to obtain financial commitments to pay for the keynote speakers, but they also used their connections to recruit speakers that would donate their time for the breakout sessions. They were able to recruit top-notch speakers within their organizations to do break-out sessions free. Much coordination is involved in arranging for the keynote speakers and the 20+ breakout sessions. PTC partners with East Central University to host the event because with over 400 attendees PTC does not have the ability to accommodate that many individuals for the breakout sessions and provide a sit-down lunch. The sponsorships are from local manufacturers and service providers. We also partnered with local health care institutions to provide a healthy lunch, demonstrate healthy meal preparation, and provide relevant breakout sessions. Our LPN students donate their time by providing free blood pressure checks. Also one of our goals the conference was to provide our Small Business Clients an opportunity to have booths to promote their services to the attendees. We also partnered with the Chamber of Commerce to help recruit other local businesses to showcase their products.

**6. Explain the adaptability of this activity. How could it be replicated at other schools?**

This project could definitely be replicated. However, it does take strong community involvement. The reason we were able to put together a committee of 30+ willing individuals is because we have relationships with the businesses and community leaders in our area. PTC has a reputation for providing quality training in our community and our BIS staff takes an active role in serving on boards and committees within our community.

## **2017 PACE Innovation Award**

**Nominee:** Team of: Stephanie Prince, Danny Britton, Hal Holt, and Greg Derieg-Western Technology Center

**1. Describe the need or cause that instigated this activity. How was the need established? What is the history of the situation?**

The threat of an active shooter attack is rare but very real. Western Technology Center aimed to eradicate the “It Can’t Happen To Me” mentality and change the way people in schools respond to armed intruders. Once authorized and empowered to make their own life-saving decisions, individuals must be trained in proactive response options, rather than a passive, mandated, one size fits all response. Conversations occurred at the administrative level about what their training and actions would be in the event of an active shooter at one of their

campuses. With the recent active shooter events in school settings, Western Technology Center made the decision to train their employees to be as safe as they can be if such an event should ever happen on WTC property. Western Technology Center strives to make safety the number one priority at each of their five campuses. While WTC was diligently working towards this goal, they started researching successful school safety programs that were teaching a proactive stance. They came across ALICE Training Institute and instantly knew they wanted to be a part of this program. WTC chose four people; Stephanie Prince, Danny Britton, Hal Holt, and Greg Derieg, to attend the ALICE train-the-trainer class. After completing the class, they were more than convinced they wanted to present this training opportunity to their Administration. After presenting the information to the school board and administration, WTC approved the ALICE Training for all employees.

## **2. Explain the originality of this activity. Why is it unique?**

ALICE, which stands for Alert, Lockdown (Plus), Inform, Counter, and Evacuate, teaches students, teachers, and school administrators how to defend themselves against school attacks, including, but not limited to, active school shooters. Law enforcement can only do so much in the event of a school shooting. In fact, 40% of mass shootings are over before the police arrive – either because the shooter committed suicide or someone else stopped the action. ALICE offers a solution: a way for school personnel and students to defend themselves. ALICE teaches more advanced methods than just lockdown drills. It delivers training that empowers their people to take action against these attacks through knowledge, techniques training, and confidence. ALICE uses statistics to teach and train participants how to survive a school shooting. ALICE is one of the few active shooter training programs that is available to schools. It explores all options available in a school shooting incident and uses past school shootings as examples of positive and negative results from the actions that were taken in those events. “We aren’t training for our best day; we are training for our worst day. We hope and pray we never experience this, but we WILL be prepared for any emergency we will encounter” says Stephanie Prince, WTC Industrial Safety Specialist.

## **3. How were resources (human/equipment) utilized to their maximum efficiency?**

Four Western Technology Center staff members, Stephanie Prince, Danny Britton, Hal Holt, and Greg Derieg, were selected to be the representatives who would participate in the two-day training session. These four representatives then brought the information and training back to share and train all staff at the five Western Technology Center campuses. Using the blended learning method, all employees completed the online ALICE e-learning modules, which introduced them to the ALICE concept, delivered their classroom component, and gave them a foundational knowledge before the hands-on training. All employees participated in a 4-hour

intensive hands-on training session at the Burns Flat Campus. They used Air-Soft guns to simulate a real firearm as close as possible. Safety equipment was provided. This training utilized what was learned from the ALICE online classroom training. They focused on building a team orientated, positive mind-set, concentration strategies; and survival techniques according to ALICE Training Institute. This training included scenarios involving simulated firearms. No live ammo was used anywhere on campus. The purpose of these scenarios was to give the participants a controlled but accurate glimpse into what an ACTIVE SHOOTER situation might look and feel like.

**4. Explain the value of the activity to the targeted audience (client). How did it help them?**

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act during an emergency to lessen the impact on life. Exercises provide opportunities to practice with community partners (local emergency responders) as well as to identify gaps and weaknesses in the plan. The primary purpose of the armed assailant drill was to provide the administration and staff the opportunity to work with local law enforcement and emergency responders to practice skills and protocols to help identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. Western Technology Center's goal is to empower their employees to save lives and prepare them for their role and responsibilities should they ever encounter an active shooter situation. ALICE training has empowered the WTC staff with knowledge that they can do something in an active shooter situation. This training allowed all staff to put valuable thought into what actions they might take to save lives of their students and colleagues. This training allowed staff to think about all different types of actions to take in the event of a school shooting incident. It helped them to think about the unthinkable. The way they previously trained for intruders has now been abandoned. Penny Berry, Assistant Superintendent, said, "I felt nervous before we received the training. I knew the 'live drill' would add a certain realism to the training and it did! After we received the training, I feel the staff and students are better equipped to handle a situation should it arise. The training gave us empowerment to be able to do something to survive the situation." Kathy Whitson, Cosmetology Instructor, said, "Before ALICE training, the drill seemed as all drills, a brief 'what if', what would we do, where would we go hide. After ALICE training, real life consequences set in. How do I save the lives of my students as well as my own life? How do we barricade ourselves in areas besides just hunkering down like a group of sheep gone to slaughter? How do we fight for our lives if that possibility arises; and how do we flee for our lives if that ability is possible? The real adrenaline rush flowed and reality was there. We witnessed our reactions during that space of time when the matter of life and death was at stake."

**5. Explain the collaboration involved putting this activity together.**

Stephanie Prince, WTC Industrial Safety Specialist, spent countless hours organizing and collaborating with local, county, and state law enforcement agencies in order to stage a live school shooting scenario at the Burns Flat campus of Western Technology Center. Stephanie along with team members Danny Britton, Hal Holt, and Greg Derieg spent many hours collaborating over the phone, email, and in personal meetings in order to be consistent with the information that they presented to the WTC staff in four different groups. In order to insure the well-being and safety of all involved with this practice scenario, many hours were spent communicating to all entities the specifics of how this should play out. Stephanie also spent countless hours collaborating with 8 different emergency responder agencies, 10 different law enforcement agencies, the ALICE Training Institute, and the active shooter participants for approximately five months preceding the Live Active Shooter drill. They discussed in length the process for crisis preparedness, how to integrate and reinforce the concepts being taught during the drill, training preparedness, and psychological reactions.

**6. Explain the adaptability of this activity. How could it be replicated at other schools?**

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that the schools recognize that this type of drill is just one specific component of a comprehensive crisis preparedness and response plan that includes prevention, protection, mitigation, and recovery. If planning an active shooter drill, schools should consider the most cost-effective method of preparing staff while balancing the physical and psychological risks associated with such drills. It is also imperative that schools have a clearly defined evaluation process that identifies areas of strength and areas in need of improvement as the school community continues to refine ongoing crisis preparedness and response plans. After completing the live shooter scenario all entities involved spent time being debriefed. All involved were given opportunity in small groups to talk about and give input about the scenario. Many positives and some negatives were discussed in the small group settings. The information from these small group debriefings were noted and will help to improve any future practice live shooter scenario. After all training and practice scenarios were finished, discussion about doing another live shooter drill in the upcoming years was discussed. Looking forward, the information gained from the first live shooter practice scenario will be invaluable when they decide to do the next drill at a new location. ALICE training is available to any company, school, church or business interested in active shooter training. Western Technology Center's Elk City Campus is providing the ALICE Instructor Training. Entities can send employees to become an ALICE Instructor for the company they represent.

## **2017 PACE Economic Development Award**

**Nominee:** Kyle Hockmeyer-Autry Technology Center

- 1. Who is the customer/client and what was the initial need for assistance? How was it determined?**

Aircraft Structures International Corporation began as Stowers Aircraft Corporation in 1978, located at an off-airport facility in Pond Creek, Oklahoma. The founder, Mickey Stowers, moved ASIC to Enid in 1992. Mickey has worked with Autry Technology Center ever since as he changed and improved many aspects of his aerospace business. His current scope is to deal exclusively with the Cessna 208 Caravan. A few years ago, Mickey asked Autry to help him figure out a way to hire students fresh out of high school that were wanting to go directly into the workforce. He had tried hiring people from Wichita, Tulsa, and other areas but found that the majority would leave and move back home after a few months if they weren't from the Enid area initially. In the past Autry had a full-time A&P program but due to low enrollment, finding qualified instructors, and other reasons, Autry decided to drop the program. Mickey was determined to find a way to hire at least 40 new sheet metal mechanics over the next few years and requested Autry's help in customizing a program that could give them the basic skillset in order to work on the thin skins of the Cessna Caravan 208 aircraft in which ASIC specializes. With our connections to the area high schools, Mickey believed Autry was the resource to help him locate & train these local students to work for him.

**2. Describe the assistance delivered. Explain the creativeness of the solution and the optimum utilization of resources to assist the customer/client.**

After completing a customer needs analysis, Autry reached out to General Ben Robinson and Eddie Compton, Aerospace Liaison with ODCTE. Using their connections, we set up a meeting with Autry, ASIC and Steve Allen, Jefferson Tarver, Teresa Ransom, and others from Mid-Del & Tinker Technology Centers. After meeting, Mr. Tarver agreed that his team would be able to develop curriculum and provide instructors for a 256 hour sheet metal program designed to focus specifically on the thin skins of the Cessna Caravan aircraft that ASIC works on exclusively. Autry then worked with Karen Skidmore, our Regional Coordinator at the State Department, to put together a TIP to cover the costs of curriculum development, instructor pay & travel, student manuals, and any consumables needed for the training. Mickey agreed to provide tools & equipment needed for the program. All applicants would apply through Autry & then go through an interview process with ASIC. Once the students were selected, ASIC would hire them as full-time employees. The first day of training would be their first day on the job. While in the 256 hour training, ASIC pays \$10/hr. Once they have successfully completed the program, their pay jumps to \$13/hr. Finally, after a 90 day probationary period, their pay increases to \$14/hr. From there, pay raises are based off of employee performance.

**3. What was the ultimate value of the assistance to the customer/client? How was the customer/client satisfied?**

Prior to the creation of this training, Mickey had told us that he had enough work lined up that he could not accept any new work, and still had enough on the books to keep his current staff busy full time for up to 3 years. At that time, he employed roughly 40 full time staff and in order to keep up, as well as grow the business, he needed to at least double the amount of sheet metal mechanics he had on staff. Since June of 2015, we have completed 3 classes with a 4th class that started on Jan 23rd, 2017. As of Jan. 23rd, ASIC had 77 employees. Mickey has stated that he now has more employees on the shop floor that have been through the sheet metal training program than have not. With the added production capacity, he was able to build an additional hanger on the property to work on multiple aircraft at a time. By the end of 2017, he plans to add another hanger to keep up with demand.

**4. Describe the collaboration of partnerships that took place and what did the partners bring to the table?**

The collaborations started with the relationship that had been built between Autry and ASIC over past few years. Mickey knew who to contact and had trust in us that we could find a solution to his problem. Autry's relationship to General Ben Robinson and Eddie Compton from ODCTE helped connect us to the subject matter experts at Mid-Del and Tinker Technology Centers. Contracting through them has made the coordination of the program go as smoothly as we could have hoped. They are able to provide Autry with a list of all materials and equipment that are required for the training. Autry provides classroom space, purchases materials, and handles all of the backend paperwork to make sure we keep in budget. After completion of the classroom portion of the training, Mickey provides space on his shop floor as well as a wrecked Cessna fuselage for the hands on portion. Karen Skidmore, our Regional Coordinator from ODCTE, has been a pleasure to work with in order to get the TIP funding in place to help offset some of the costs to ASIC as they continue to expand their workforce. Lastly, Mickey agreeing to pay each student while they train for 256 hours without knowing much about their history and work ethic, really shows his belief that we have created a strong program.

**5. Describe your criteria for success? Are there ROI figures?**

The primary way to determine success is that students are able to pass the hands on portion of the lab over the 6 week training. If the student can't pass this portion, he or she could easily destroy \$100,000 parts on the caravans. So, the instructor confirms through multiple projects that each student is well equipped to move from the class & go straight to the shop floor (still under supervision of an experienced technician). As far as ROI figures, ASIC has an average billing rate of \$85/hour for FedEx. At \$85 per billable hour, 40 hours per week and 52 weeks per year, each student coming out of this training would be able to produce gross revenue of \$176,800 per year. Multiply that by the 32 students that have completed the

program in the first 3 classes, and they would generate \$5,657,600 per year gross revenue.

**6. What makes this so cool that you think it should win?**

Working with ASIC has been a positive experience that has not only benefited the students at Autry but the economic development of our community as well. This program creates long term, stable employment with people that stay and flourish in our community. By ASIC using TIP funds for training, their revenue can be used in other areas such as competitive pay and benefits. This program ties together three aspects of what we as a technology center strive to do. It creates jobs, provides students with a new skill set, and it serves our partner company's need for expansion with reliable employees that are directly able to add opportunities for increased revenue for the company.

**Nominee:** Denise Nilssen

**Describe the individual's active involvement in professional and/or community organizations at the local and state level and the value to Business & Industry Services and customers.**

Member of ATD Tulsa Enid SHRM Professional Coach with Coaching4Business Leader Associate Certified Coach (ACC) with International Coach Federation (ICF) Skills USA Judge

**List outstanding achievements within his/her department.**

Autry Technology Center employee for over 10 years as an Industry Coordinator. She meets the needs of our clients through Leadership, Management and Organizational Development Training. She works closely with our companies conducting needs analysis and coordinating assessments and strategic planning. Because of her extensive training, she is able to coach and mentor clients and their employees. She works with our new adjunct instructors with on-boarding, developing their strengths and evaluations. She assists our full time programs by doing mock interviews for their various competitions.

**Explain how this person maintains a high level of professionalism in the PACE division.**

She is a BISCERT Mentor; member of CBITS/PACE for over 15 years; works with other technology center coordinators as a mentor for their new coordinators and shares resources.

**Describe how this person demonstrates good leadership skills.**

Denise strives for excellence in work ethics, handling all details and planning for client to make training appear seamless. She enjoys working as a team player and her day to day leadership in our organization demonstrates that. She assists and supports new, expanding and existing businesses to meet their needs whether guiding through CareerTech financial opportunities or accommodating their development of employees by setting up customized training. She has many resources that she utilizes to promote economic development .

**Describe how this individual demonstrates quality customer service.**

By exceeding her client's needs is Denise's number one priority. She adapts to change well, goes the extra mile and is flexible; this shows her exceptional customer service skills. She acquires and implements important and necessary feedback with each client encounter.

**Other comments.**

Teri Holle states: "I have worked with Denise for a few years. We work together meeting the needs of our clients, as they feel they can call on either one of us and the results will seem easy and seamless to them. Her #1 priority is going the extra mile for our clients". Denise began her career at Meridian Technology Center in 1995, where she served at

the MDG coordinator. In 2001, she moved to the State Department as the Management Services Specialist. She came to Autry in 2006.

## 2017 PACE Award of Excellence

**Nominee:** Marcy Luter

**1. Describe the individual's active involvement in professional and/or community organizations at the local and state level and the value to Business & Industry Services and customers.**

Marcy is involved in a variety of organizations at the both a professional and personal level. She is a member of the Northeast Oklahoma chapter of the American Society for Training & Development and the Stillwater Chamber of Commerce. She is a member of the Young Professionals of Stillwater and is a founding member of the Education Committee where she helps plan monthly Lunch & Learn networking events for members. She also participates in the local Society of Human Resources Management chapter and teamed with other parents in her community to start a Cloverbuds 4-H Club for 5- to 8-year-olds. She is an active participant in Meridian's United Way fundraising activities and is a member of the school's United Way Day of Caring team. In 2015 the Stillwater Chamber of Commerce named Marcy an Emerging Leader, an award recognizing her contributions to the community. Her involvement in these organizations frequently provide opportunities for her to connect and build relationships with potential Meridian clients. Meridian's partnership with City of Stillwater , Perkins Chamber of Commerce and Stillwater Medical Center is a direct result of Marcy's involvement in both professional and civic organizations.

**2. List outstanding achievements within his/her department.**

In her role at Meridian, Marcy is able to use her strengths of Maximizer, Learner, Relator, Individualization and Arranger to benefit clients. With a belief that one of the most critical components to the success of any business is the effective use of its human resources, Marcy connects business and industry clients within the district with customized training solutions and tools to strengthen their employees, and ultimately improve their businesses. In the past two years, the management services division has experienced a 55.5 percent increase in customized training contact hours in that area alone has worked to develop training partnerships with 12 new clients. Much of this growth can be attributed to Marcy's involvement in professional organizations and local area chambers of commerce. Being actively involved with the business community provides Marcy an opportunity to remain current, and often ahead of, industry trends, new management practices and emerging employee development programs. An example of this is the HR Matters series, a monthly program that focuses on trends facing human resource professionals. Specially designed for companies with small or no real HR

departments, but open to everyone in the district, this series utilizes industry experts as well as best practices to assist companies answer challenge HR issues. Sessions in 2015 included topics such as rethinking employee orientation, building workplaces of accountability, employee health and wellness, effective communication, changes in Fair Labor and Standards Act, and building and retaining a workforce. Attendance for the HR Matters series this past year averaged 27 participants and has been a gateway to opening up customized training with new clients.

**3. Explain how this person maintains a high level of professionalism in the PACE division.**

Marcy is known throughout the CareerTech system for her professionalism and training abilities. As a certified trainer in Gallup's Strengths, Franklin Covey's Seven Habits for Highly Effective People, The 5 Essentials of Wellbeing, The 5 Choices of Productivity, AchieveGlobal/MHI Global Strategic Employee Development Training Modules, and Development Dimensions International Talent Management Training Modules, Marcy frequently works technology centers across the state as well as the Oklahoma Department of Career and Technology Education to facilitate training. Last year Marcy partnered with CareerTech and technology centers and facilitated 6 training sessions with employees over topics such as Strengths, Strengths Based Leadership and Covey's Five Choices.

**4. Describe how this person demonstrates good leadership skills.**

Marcy is a leader within the department and across campus. She care deeply about workplace culture and strives to exemplify leadership and teamwork daily. Marcy is the Champion on one of our key strategic initiative teams. Marcy personally invests in her trainers. She spend time and resources in their professional development which has resulted in high-quality training for our clients.

**5. Describe how this individual demonstrates quality customer service.**

A key element to Marcy's commitment to quality customer service comes in the form of listening to customers. She works one-on-one with clients to understand the intricacies of their company's challenges and strengths. Together they identify critical issues and desired measurable outcomes, and Marcy offers customized training solutions to address their individualized needs. Since joining the BIS team at Meridian in 2008, Marcy has developed and successfully implemented human resource development programs for small to large companies in areas including communication skills, goal setting, team building, transitioning supervisory skills, effective performance appraisals, business writing, customer service, time management and leadership. Each training solution is highly specific to the business's culture and individual needs, and all training is delivered when and where it's most effective. A recent example of this is the partnership that Marcy maintains

with the A change of leadership at the chamber provided an opportunity for Marcy to reconnect with a client and explore possible training partnerships to provide added value to chamber members. Marcy worked with the new director to identify needs chamber members might have and put together Building a Stronger Business, a monthly training program that is taught in the Guthrie community and is available to the public and members of the chamber at a reduced rate. A sample of topics for 2016 include a review of the new Windows operating system, apps to increase productivity and professional development, maintaining safety culture, creative thinking for small business owners and building a workplace of accountability. As a result of Marcy's tailored approach to delivering services, last year management services division experienced a 10% increase in enrollments, including 26 new clients.

## **2017 PACE Award of Excellence**

**Nominee:** Andrea Golden-Pogue

**1. Describe the individual's active involvement in professional and/or community organizations at the local and state level and the value to Business & Industry Services and customers.**

Andrea is, in my opinion, the 'industry standard' against which nominees for the PACE award of excellence should be measured. She has been an ardent and tireless supporter of PACE at both the local and national level for several years. I can think of no one that has, traveled farther, lobbied for the organization more, or recruited people better than she has. She has worked diligently to grow PACE membership, and keep our division relevant at both the local and national level. She continues to lobby on capital hill at NPS, and at our local legislature, on the benefits of Career and Technology Education for all sectors of our workforce. She has served at the local level, the state level, and the national level to bring awareness of what we do to a larger audience. Whether it's been instituting policy change through legislation, meeting with national leaders in Washington D.C., or serving the people of business and industry in the state of Oklahoma, she has been a shining example exemplary service for the PACE division.

**2. List outstanding achievements within his/her department.**

Andrea has been an amazing leader for PACE, serving as a health services instructor, and industrial coordinator, a regional coordinator, a BIS Agent, and a state ACD coordinator to name just a few. She has served the CBITS/PACE division in many capacities including, State level PACE President, State level PACE President Elect, State level PACE Awards Chair(Still serving), State Level National Policy Seminar Ambassador, National level PACE President, National level PACE Awards Chair(Still serving), and multiple other appointments on action committees and boards. She worked to build the relationship with the state department of health that led to the groundbreaking addition of resources that supported the Certified Nurse Aide initiative that assisted our schools in adding nearly 1000 new CNA's to the Oklahoma workforce. She continues to work, to this day, to help grow new workforce in not only the healthcare industry, but to serve many other economic growth areas as well. She is highly respected and well connected in many different industries in Oklahoma and nationally as well.

**3. Explain how this person maintains a high level of professionalism in the PACE division.**

She continues to serve as NPS Ambassador and lobbies in Washington on behalf of PACE, she is the currently serving PACE National AND State Awards Chair, working tirelessly to encourage others to shine a light on PACE members and the activities they are doing. She continues to build relationships with influential entities such as the State Department of Health, The Oklahoma Nurses Association, the State Board of Nursing, and many others all for the benefit of CareerTech, never for a personal gain. And I mean NEVER.

**4. Describe how this person demonstrates good leadership skills.**

Andrea is a well respected leader in our division and outside of it as well. She is continuously looking to grow other people, encourage them towards serving in leadership roles, exposing them to opportunities and people they wouldn't normally have. She is continuously asked by ACTE to provide breakout session at the ACTE Vision National Conference in the area of Leadership and Leadership Development. She is a highly respected and sought after leadership trainer, having provided sessions at The Oklahoma Women's Conference, ACTE Vision, State Department of Health, and many more.

**5. Describe how this individual demonstrates quality customer service.**

Andrea's customer service is without peer. I know no better way to show this than the simple fact that after having left her position at the Oklahoma Department of Career & Technology Education more than TWO YEARS ago, she is still the person that 99% of our system will call when they have a question regarding the healthcare we teach, even the staff at the state department rely on Andrea's expertise and

knowledge to this day, which she continues to provide, without complaint. She has always been an others first kind of leader.

## **6. Other comments.**

Andrea has the biggest heart of anyone I know. She is the absolute definition of selfless, having put the system of CareerTech in front of nearly everything, even during some of the most challenging times in her life. I have never met a bigger champion of CTE in Oklahoma, never met anyone more willing to do anything that was needed to move our system forward, and doing all of it while asking for nothing in return. She has logged many thousands of miles as a champion of CTE in Oklahoma, and continues to do so while providing the highest quality of service to everyone she meets, with integrity and enthusiasm. The PACE Award of Excellence isn't really high enough praise for what she does, but it's a good start.

