



TRI COUNTY TECH
2018 APPLICATION SUMMARY

MALCOLM BALDRIGE
NATIONAL QUALITY AWARD
LINDEL FIELDS, SUPERINTENDENT & CEO

- A**
- AACC** – American Association of Community Colleges
 - ACEN** – Accreditation Commission for Education in Nursing
 - ACR** – Automotive Collision Repair
 - ACT** – American College Test
 - ADA** – Americans with Disability Act
 - ADAAG** – ADA Accessibility Guidelines
 - ADACDA** – American Dental Association Commission on Dental Accreditation
 - ADLI** – Approach Deployment Learning Integration
 - ADPC** – Software Accounting Solutions for Public Schools and Career Centers
 - AED** – Automated External Defibrillator
 - AEP/PSO** – American Electric Power/ Public Service Company of Oklahoma
 - AMET** – Automated Manufacturing and Engineering Technology
 - AP** – Adult Program
 - AST** – Auto Service Technology
 - AWT** – Applied Welding Technology
- B**
- BBP** – Blood Borne Pathogen
 - BDC** – Business Development Center
 - BI** – Bright Ideas
 - BMS** – Bio Medical Science
 - BOE** – Board of Education
 - BPTW** – Best Place to Work
- C**
- CAF** – Catering and Facilities
 - CC** – Core Competency
 - CCENT** – Cisco Certified Entry Networking Technician
 - CCNA** – Certified Cisco Networking Associate
 - CCW** – Community College Week
 - CDC** – Child Development Center
 - CE** – Community Education
 - CEO** – Chief Executive Officer
 - CFO** – Chief Financial Officer
 - CIO** – Chief Instructional Officer
 - CNC** – Computer Numeric Control
 - COS** – Cosmetology
 - CPR** – Cardiopulmonary Resuscitation
 - CQO** – Chief Quality Officer
 - CR** – Completion/Retention
 - CRC** – Career Readiness Certification
 - CST** – Construction Technology
 - CTE** – Career and Technology Education
 - CTSO** – Career and Technical Student Organization
 - CUL** – Culinary Arts
- D**
- DDI** – Development Dimensions International
 - DH** – Dental Hygiene
 - DHS** – Department of Human Services
 - DMAIC** – Define Measure Analyze Improve Control

DMP – Decision Making Protocol

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

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

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

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

I **IAP** – Individual Action Plan
ICS – Internal Customer Satisfaction
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Program
IPEDS – Integrated Postsecondary Education Data System
IRS – Internal Revenue Service
IT – Information Technology

K **KPM** – Key Performance Measure

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

M **MBNQA** – Malcolm Baldrige National Quality Award
MED – Medicine and Biosciences
MI – Major Initiative
MIG – Metal Inert Gas

MKT – Marketing
MRS – Major Revenue Sources
MVV – Mission, Vision, and Values

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

O **OBN** – Oklahoma Board of Nursing
ODCTE – Oklahoma Department of Career and Technical Education
OFI – Opportunity for Improvement
OK – Oklahoma
OK SDE – Oklahoma State Board of Education
OOQ – Office of Quality
OP – Operations
OQAF – Oklahoma Quality Award Foundation
OSBC – Oklahoma State Board of Cosmetology
OSHA – Occupational Safety and Health Administration

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

S **SA** – Strategic Advantage
SBE – School of Business & Entrepreneurship
SC – Strategic Challenge
SDE – State Department of Education
SHRM – Society of Human Resource Management
SLC – Small Learning Communities
SLT – Senior Leadership Team
SMART – Stretching, Measurable, Achievable, Relevant, and Time-bound
SPP – Strategic Planning Process
SREB – Southern Region Education Board
SS – Student Services
STEM – Science, Technology, Engineering, Math
SWAT – Special Weapons and Tactics

SWOT – Strength Weaknesses Opportunities Threats

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

V **VOC** – Voice of Customer

W **WAP** – Workgroup Action Plan
WF – Workforce
WGPOE – Workgroup Plan of Excellence

Y **YTD** – Year to Date

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P.1 Organizational Description

P.1a Organizational Environment

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

The heart of Tri County Tech (TCT) is our vision, “inspiring success through life changing learning experiences.” We live out our vision daily by inspiring high school and adult students to succeed through career and technical education opportunities, preparing them for college, a career, and a better life.

TCT has created a national role model for effectively and efficiently breaking the cycle of poverty for the high school and adult students we serve. Our analysis of key students revealed there were many barriers to our low-income students’ success. In addition, there were hundreds of Federal regulations tied to Federal funding that were barriers to innovation.

Our visionary leadership saw a strategic opportunity, took an intelligent risk and declined Federal funding. This allowed TCT to design and refine a unique, innovative, and holistic student success support system. In addition, the TCT model generates revenue from our services making student tuition one of the lowest in the nation. The results are that TCT is helping 90% of our students break the cycle of poverty by preparing them for higher paying jobs and continuing education. In addition, using this model enables adult students to complete their studies and graduate without student debt.

According to the latest US Census, Tri County Tech resides in one of the poorest states in the United States with Oklahoma ranking the 12th poorest. TCT is a local and state supported public school with a rich history dating back to 1967 as the first technology center in the state of Oklahoma. TCT was created by the Oklahoma State Legislature following a vote of the people. At that time, Tri County Tech was known as Tri County Area Vocational Technical School District #1. By pooling the resources of separate small rural public school districts, the combined districts were able to provide specialized education opportunities that any single district could not conceive or fund. TCT primarily serves the residents of Nowata, Osage, and Washington counties.

Moving forward to 2018, TCT is now one of 29 public Career and Technology Centers in the Oklahoma Career and Technical Education system. Using the Baldrige Excellence Framework, TCT has experienced world class indicators of excellence including:

- 2017 Malcolm Baldrige National Quality Award Category Best Practice recipients for Category 1 Leadership and Category 5 Workforce
- State and National Benchmark Leadership for Student Learning Performance Measures for Overall Student Completion/Retention and Student Positive Placement after Graduation
- Top 100 Best Workplaces named by Fortune Magazine
- Exceptional financial stability in a time of uncertain state education funding, with TCT refusing to accept federal funds and increasing locally controllable revenue allowing us to better serve students while increasing our bottom line
- Innovative Performance Pay system focused on mission-driven Key Performance Measures, Workgroup Action Plans, and Individual Action Plans, a practice unheard of in public education

- Vision-dedicated workforce with 100% contributing to the TCT Foundation, which increased its financial support of students by 169% over a five-year period

Our key educational services, high school and adult program offerings, are approved by the Oklahoma Department of Career and Technology Education.

Figure P.1-1 Education Program & Service Offerings

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

Many of TCT’s students come from generational rural poverty and are seeking a better life through education. TCT closes the skills gap for all students regardless of their economic circumstances. Figure P.1-2 illustrates the per capita income of our partner communities as defined by the US Census. As a comparison, the US per capita income is \$29,829 and Oklahoma is \$25,628. Approximately 70% of TCT’s high school students who self-disclosed qualify for free and reduced lunch. We provide life changing learning through technical and academic education delivered through unique programs that prepare high school students for continuing education after high school. For example, Pre-Engineering, Medicine and Biosciences, Pre-Nursing, and Networking prepare students for continuing education with over 90% of their graduates continuing their education after completion of their TCT program. Our adult programs provide our students good jobs by earning licenses and certificates that prepare them for career opportunities with excellent starting wages. The four adult programs with the highest enrollment are Practical Nursing, Dental Hygiene, Applied Welding Technology, and Machine Tool Technology. As a public school with a Core Competency of Fiscal and Operational Effectiveness, we strive to remove barriers to obtaining an education making our adult programs reasonably priced. Our most expensive adult program is Practical Nursing with a cost of \$4,500, which includes the cost of all books, licensure testing, and required background checks. In addition to High School and Adult Programs, other customers are served through Community Education, Event Services, and The Strategy Center (TSC).

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

Our Vision “inspiring success through life changing learning experiences” is the aspiration for the work of our organization (Figure P.1-3). Our Mission, “Provide Superior Training,” is the foundation of our organization. “The Tri County Way” is our culture and is articulated through our Vision, our Values, and our Core Competencies. Our Core Values are “Who We Are” as an organization.

Figure P.1-2 Partner School Per Capita Income

Partner School	Per Capita Income
Barnsdall	\$13,435
Bartlesville	\$21,195
Caney Valley	N/A
Copan	\$16,324
Dewey	\$15,429
Nowata	\$12,633
Oklahoma Union	N/A
Pawhuska	\$13,916
South Coffeyville	\$16,560
Wynona	\$14,201

“What We Do” is representative of our Core Competencies. Our Core Competencies are related to our Mission through our Key Performance Measures. Each core competency has corresponding Key Performance Measures (KPMs). TCT has 14 KPMs which, along with our 3 Major Initiatives, form our Operational Plan. Key Performance Measures are TCT’s key success drivers. The Operational Plan is the measure for the attainment of our Mission. The final component “How We Do It” is our culture which we identify as “The Tri County Way.

Figure P.1-3 Plan for Excellence



Our Senior Leadership Team (SLT) consists of six members including our Superintendent/Chief Executive Officer (CEO). Each workgroup is led by a director empowered with the freedom to innovate as well as make day-to-day decisions. We use contract labor for adjunct community education faculty, The Strategy Center faculty, substitute faculty, and custodial services. Key drivers that engage our workforce are opportunities for training and career development, effective recognition and reward systems, equal opportunity and fair treatment, and family-

friendliness (Figure 7.3-18). One of TCT’s Values is “Great Place to Work.” To quantify our high performing culture and benchmark against the world’s most successful companies TCT uses the Great Place to Work Institute which publishes Fortune’s 100 Best Companies to Work For list.

P.1a (3) Workforce Profile

At the beginning of FY18, TCT has a total of 90 workforce members (Figure P.1-4).

Figure P.1-4 Workforce Profile

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

High School program faculty have an organized bargaining unit called the TCT Teachers’ Association. The Teachers’ Association has chosen not to negotiate for over ten years. Faculty have chosen not to negotiate due to their faith in the SLT to provide equitable salary, benefits, and contract terms without the need for negotiation. Each FY the Association submits a letter to the Board of Education indicating that they do not want to negotiate. In a time of teacher strikes and litigious Faculty/Administration relationships publicized across media platforms, our Faculty electing not to negotiate is an extraordinary occurrence unrivaled in public education.

P.1a (4) Assets

Educational experiences are changing, influenced not only by new technologies, but also new understandings of brain science and the idea that students learn best with access to a range of tools, equipment, and learning modes. Research suggests a multi-sensory approach to teaching and learning increases engagement, promotes deeper participation, maximizes student achievement, and elevates the principle that learning is fun. TCT uses assets to create learning spaces that engage multiple learning styles. Nearly 270,000 feet of interior space is distributed through nine individual structures. Instructional program areas are supplied with the space, materials, and equipment required for each particular career major program. Key educational program equipment includes: video conferencing equipment, patient simulator, virtual welding trainer, virtual paint trainer, digital panoramic x-ray system, plasma cutter, multi-axis cutting and welding center, Xerox work center, 3d printers, CNC lathes, sewer pipe camera, fitness facility equipment, auto collision repair paint booth, video creation equipment, mediascapes, and 600 PC and Mac computers, to name a few. Assets are shared across educational service offerings which increases efficiency. Program equipment improvements are reviewed as part of the Program Plan of Excellence process discussed in 3.1a (1).

P.1a (5) Regulatory Requirements

TCT is highly regulated and governed by local, state, and federal agencies. TCT follows rules and regulations established by the Oklahoma State Board of Education (OK SDE) and the Oklahoma State Board of Career and Technology Education (ODCTE). At the district level, policies established by the TCT Board of Education (BOE) are equal to legislative decisions if those policies are not in conflict with state statute or regulation. Mandatory regulatory agency requirements are highlighted in Figure P.1-5.

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

Tri County goes above mandatory regulatory requirements with National Program Certifications plus AdvancED, an institutional accreditation which is a verifiable, third-party assessment of our quality. Tri County is the sole Career and Technology Center in Oklahoma to hold AdvancED Accreditation.

P.1b Organizational Relationships

P.1b (1) Organizational Structure

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

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

TCT has student segments corresponding to each of our instructional programs. Our key student groups are high school

and adult students. Other customer segments include Community Education, Event Services, and The Strategy Center. Figure P.1-6 illustrates TCT's key requirements and expectations of our educational programs and services along with differences in these requirements among market segments, students, other customers, and stakeholder groups.

Key Student & Stakeholder Groups	Key Requirements and Expectations	Key Measure	Results
High School and Adult Students	Engaging instruction	Completion / Retention %	7.1-1-7.1-4
	Post-graduate success	Placement %	7.1-5-7.1-8
	Marketable skills for career	Adult Average Wage	7.1-9
	Academic preparation for college	High School Continuing Education	7.1-11
TCT Workforce - Stakeholder	Great Place to Work	"Great Place to Work" question	7.3-17
	Valued Member	GPTW Engagement Index	7.3-18
	Opportunities for growth	GPTW question for "Training & Development"	7.3-19
	Job satisfaction/security	Employee Retention %	7.4-18-
Communities – Stakeholder	Organizational commitment	GPTW question for "community contribution"	7.4-14
	Educator contribution	Community Service	7.4-18
	Business Support	The Strategy Center Customers	7.5-11
	Employable graduates	Placement %	7.1-5-7.1-8

P.1b (3) Suppliers and Partners

TCT recognizes the quality of our education service offerings is contingent upon our relationship with suppliers, partners, and collaborators. TCT's key partners are our partner high schools. These partners are also our key suppliers – supplying us with students to teach. As a shared time public school, Tri County is a choice for students and our supplier relationship with our partner high schools is essential. Additional suppliers are vendors that we use to deliver our educational services. Vendor requirements are regulated by TCT BOE Policies, Oklahoma state law, ODCTE Guidelines, and Oklahoma SDE Policies. Our key supplier for instructional and operational supplies is the VISA Purchasing Card (P-Card) through Arvest Bank. Collaborators are those organizations who support TCT intermittently (Figures P.1-7 and Figure P.1-8).

P.2 Organizational Situation

P.2a Competitive Environment

P.2a (1) Competitive Position

TCT's competitive position includes being the only public Career and Technology Center in our three-county service area (Nowata, Osage, and Washington). For high school students,

TCT is a choice in their class limited schedule. Our courses count as elective credits towards high school graduation. High school students have many elective courses to select from at their home high school. For adult programs the competition is more limited. Adult students could drive 45 miles to Tulsa and have access to the equivalent of TCT’s adult program offerings at private career technical schools. Private for-profit career

schools are not state or locally funded and are typically significantly more expensive than TCT. For example, our most expensive adult program is Practical Nursing at \$4,500. The same Practical Nursing Program at a private career tech center in Tulsa is \$36,000. The type of competitor for TCT’s educational service offerings are highlighted in Figure P.2-1.

Figure P.1-7 Key Collaborators

Type of Key Partners or Collaborators	Category	Two-Way Communication Mechanisms	Role in Innovation
Business & industry	Collaborator	Personal Consultations, Email, Phone, Employer Feedback, Advisory Committee Input, and Faculty Update Training	Pawhuska Business Development Center – Collaboration with The Pioneer Woman’s Mercantile and other business ventures
Community citizens	Collaborator	Community Surveys Net Promoter Score and Strategic Planning Input, CE Course Satisfaction, and Board of Education Open Meetings	Inputs used in the development of Vision 2025 which TCT is currently analyzing for FY19 deployment

Figure P.1-8 Key Suppliers

Key Supplier	Two-Way Communication Mechanisms	Innovation	Supply Chain Requirements
Partner schools	HS and Adult Student Recruiters, Partner School Meetings, Email, and Surveys	Created an Instruction Program sharing through STEM Education Service Offerings. TCT pays the expenses for STEM course offerings housed on a partner school campus	High Schools must be included in TCT’s designated three county service area, student transportation coordination, allowing students access to TCT Programs through class scheduling, access to student attendance and discipline records
VISA Purchasing Card (P-Card) Through Arvest Bank	Account Representative Communication through Phone and Email	Created a faster and more economical acquisition of supplies. Each Educator has an individual P-Card allowing empowerment to make supply purchases quickly. In addition, TCT receives 1% cash back for each transaction made on the P-Card which has added approximately \$10,000 annually to our budget.	Competitive cash back and expense reporting features. In addition, Arvest Bank is a local financial institution.

Figure P.2- 1 Service Offering & Competitor Type

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

P.2a (2) Competitiveness Changes

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

Figure P.2-2 Changes that Create Opportunity

Core Competencies	Changes that Create Opportunity
Instructional and Learning Excellence	Maintaining and Earning National Program Certifications
Fiscal and Operational Effectiveness	Maintain 15,000 enrollments
Economic and Community Development	Grow TCTF to \$5 million
Employee Development and Well-Being	Become a top Great Place to Work in the United States

Tri County Tech is currently in the process of conducting stakeholder analyses for our next long-range plan, Vision

2025. We will have Vision 2025 fully developed by the beginning of FY19.

P.2a (3) Comparative Data

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

Figure P.2-3 Key Sources of Comparative Data

Data Source	Sector / Scope	Key Limitations
Baldrige Education Winners	Inside/National	Limited Benchmarking
Baldrige Winners	Outside/National	Limited Benchmarking
Baldrige Winners that serve Adult Students	Inside/National	Limited Benchmarking
Bureau of Labor Statistics	Outside/National	Segmentation Limited
GPTW	Outside/National	Fee-based Benchmarking
ICS Workforce Literature	Outside/National	Not Current Data
IPEDS	Inside/National	Potential Formula Discrepancies
ODCTE	Inside/State	Self-Reported Data

P.2b Strategic Context

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

Area	Core Competency	Key Strategic Challenges	Key Strategic Advantages
Education Program and Services	CC1: Instructional & Learning Excellence	SC1: Deliver Beneficial and Relevant Instruction	SA1: Innovative Program Offerings
Operational	CC2: Fiscal and Operational Effectiveness	SC2: Proactively Prepare for State Funding Reductions	SA2: Local Controllable Revenue
Societal Responsibilities	CC3: Economic and Community Development	SC3: Address Resource Gap for Students	SA3: TCT Foundation Funding for Student Emergency Assistance and Scholarships
Workforce	CC4: Employee Development and Well-Being	SC4: Increase Workforce Satisfaction / Engagement	SA4: Great Small / Medium Place to Work in the United States

P.2c Performance Improvement System

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

As a cycle of learning in FY18, TCT redefined its performance improvement system. Moving from the PDSA model employed by Process Improvement Teams, the decision was made to utilize tools adapted from Lean Six Sigma including the DMAIC model.

Our processes for evaluation of key organizational processes and work processes are based on tools adapted from Lean Six Sigma (LSS). LSS is a combination of two world-class approaches of organizational performance improvement. The core of Lean Six Sigma lies in the continuous improvement process using the DMAIC (Define, Measure, Analyze, Improve, and Control) method.

- Define the problem, improvement activity, opportunity for improvement
- Measure process performance
- Analyze the process to determine root causes of variation, poor performance (defects)
- Improve process performance by addressing and eliminating the root causes.
- Control the improved process and future process performance.

This repeatable DMAIC performance improvement system includes an Organizational Process Improvement Matrix. This

matrix is our road map for our Performance Improvement System. Process owners, called Champions, lead process improvement following the Tri County DMAIC Performance Improvement System. The Office of Quality (OOQ) provides support including data analysis and tools to support the Champion. Data analysis is conducted using custom end user dashboards, visual graphing, charting, and interactive electronic spreadsheets that illustrate performance results, trends, and comparisons. DMAIC aligns with ADLI (Approach, Deployment, Learning, and Integration) which are the process factors our Baldrige Examiner Team will use for the holistic assessment of our overall performance. The performance improvement process is more fully discussed in 6.1.

The DMAIC performance improvement system is put into action improving organization processes annually. Organization process improvement is scheduled throughout the year based on improvement priorities determined by our Baldrige Feedback Report and the Office of Quality. Using Google Drive, Process Champions lead improvements aligned with their job responsibilities. Work process improvement is led by Workgroup Directors and is shared through the Workgroup Plan of Excellence (WG POE) process discussed fully in 2.2a (1). The WG POE process was innovated by Tri County and continues to be improved annually.

Throughout this application icons are used to highlight our cycles of organizational learning and innovation indicating breakthrough change. A sampling of key cycles of organizational learning are highlighted in Figure P.2-5.

FY	Key Improvements Made	Leadership	SPP	Customers	M and A	Workforce	Operations
14	GPTW Assessment Begun		X		X	X	
	Customer Service Standards Developed	X				X	
	Elimination of Federal Funding	X	X	X			
15	Google Drive File Sharing	X			X	X	
	VISA Purchasing Card Implemented					X	X
	TCT University Implemented				X	X	
16	Get Feedback Launched for NPS			X	X		
	Office of Quality Implemented	X	X		X		
	1 st KPM Live Electronic Dashboard	X	X		X		
	Comprehensive HRIS Halogen	X			X	X	
17	WG POE Implemented	X	X	X	X	X	X
	LCR Major Initiative Established	X	X		X		X
	Internal Educator Facebook Page	X			X		
18	Improved Grade Student/Parent Information System (Jupiter)			X	X		
	Workforce Benefit Added - Dental	X				X	
	Student Enrollment Finalization			X			
	Tableau Data Visualizations	X	X		X		X

1.1 Senior Leadership

1.1a Vision and Values

1.1a (1) Setting Vision and Values

TCT's six Senior Leaders (SLT) set our organization's vision and values; and deploy our Vision and Values using the Leadership System detailed in Figure 1.1-1. **The Leadership System includes seven interconnected steps aligned with the Baldrige Framework as indicated.** The heart of the Leadership System, Step **1**, reflects our focus on students, along with our Mission, Vision, and Values. Step **2** in the Leadership System focuses on balancing student and stakeholder requirements.

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

The SLT deploys the vision and values to workforce, suppliers, partners, students, other customers, and stakeholders as aligned through their appropriate Core Competency and Work Group Leadership Responsibilities, Step **4** Figure 1.1-1 (Figure 1.1-2). **One key deployment method used by SLT is TCT's Superintendent's Forum. The Forum is part fireside chat, part picnic, and part pep assembly.** Accommodations are made in work schedules in order for nearly every workforce member to attend. The Senior Leadership Team leads the Forum and presents work anniversary recognition, Bright Idea Awards, and White Bison recognition. A highlight of the Forum is a focus on finances as our progress towards Local Controllable Revenue (LCR) is shared. Local Controllable Revenue is a Tri County Tech innovation 🏆. Tri County leverages our revenue generating sources to help balance our budget. In a time of continually reduced state funding we are controlling our own destiny by establishing a Key Performance Measure for LCR. We know of no other public school that has taken this innovative approach to funding. This sharing builds trust, transparency, and accountability throughout TCT (Figure 7.4-1 through 7.4-7).

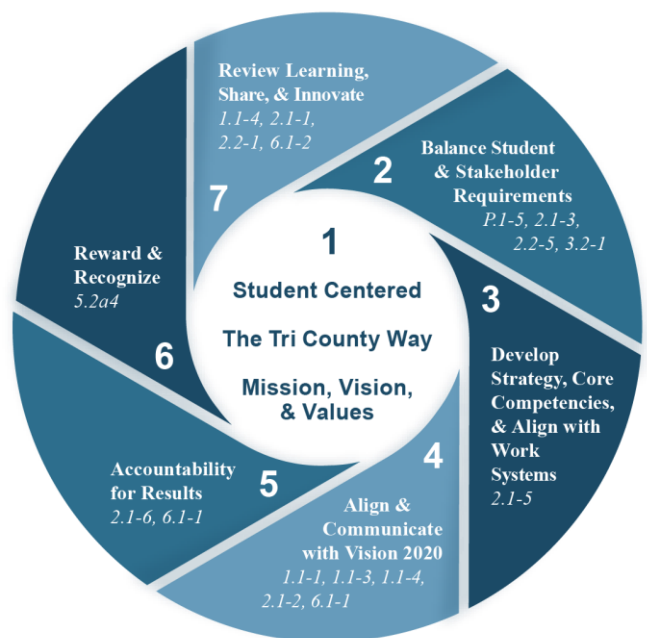
The Operational Plan (OP) Key Performance Measures (KPMs) are aligned with Work Group Action Plans (WAP), which are aligned with Individual Action Plans (IAP). Our KPMs, WAPs, and IAPs are catalysts for accountability for results. This alignment led by SLT propels our work by putting the OP into action. SLT formally meets as a team two times per month to monitor OP deployment, implementation, and action plans. To create cycles of learning throughout the leadership system, SLT meets with the Leadership Team (LT) monthly to listen, learn, and share any SLT actions. Reward and Recognition

is Step **6** of the Leadership System. SLT actively reward, recognize, and deploy results with stakeholders, students, and the workforce. Reward and recognition is monetary, as well as recognition through Superintendent's Forum, Monday Memo, participation in workforce activities, and writing personal notes to recognize achievements. The Leadership System has gone through cycles of learning including in FY17 🔄; SLT meetings were reorganized to focus on the Baldrige Framework and cycles of learning. An agenda item for LT meetings includes KPM review and each director sharing their WAP progress including any WAP measures that are not on track. LT, in turn, meets with their respective Work Groups to deploy learnings, listen, learn, and to share, Step **7**. In addition, **the small size of our organization allows frequent face-to-face interaction opportunities with SLT enhancing two-way communications and our ability to make mid-course corrections rapidly.**

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

The Leadership System is systematically evaluated annually using our DMAIC Performance Improvement System. The Superintendent/CEO and Deputy Superintendent/Chief Quality Officer (CQO) are Process Owners for the Leadership System.

Figure 1.1-1 Leadership System



1.1a (2) Promoting Legal and Ethical Behavior


SLT's actions demonstrate their commitment to legal and ethical behavior through role model behavior, exhibiting transparency in decision making, ensuring integrity in financial

matters, and upholding Oklahoma SDE and BOE Policies. **The core of our Leadership System is “The Tri County Way”, Step 1.** “The Tri County Way” is integral to SLT demonstrating and promoting legal and ethical conduct. Approaches are systematically and fully deployed through our Code of Conduct, Loyalty Oath Pledge, Internet Access Agreement, and Consent to Drug Test. In addition, prior to employment, SLT have a full FBI background check. SLT actions are transparent and shared utilizing electronic file sharing platforms. Using Google Drive, SLT meeting agendas and meeting notes, financial budget, and performance measure reporting are openly shared among our workforce.

Figure 1.1-2 Senior Leadership Team Roles

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

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

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

1.1b Communication


Using key communication methods, SLT has a systematic process for communicating with and engaging the workforce, students, and other key customers (Figures 1.1-3 and 7.4.1). When information needs to be shared, SLT first determines who the audience is for the message. Then SLT determines the most appropriate communication method, often using multiple methods, systematically repeating the same message. The appropriate message is then developed and deployed. After deployment, SLT evaluates the message for effectiveness through observed changes in behavior or other feedback. **SLT communicates with and engages the entire workforce during Superintendent’s Forums, Internal Educator Facebook Page, Monday Memo, employee celebrations, as well as formal and informal one-on-one conversations.** The Process Owners for Senior Leadership Communication are the Superintendent/CEO and Deputy Superintendent/Chief Quality Officer. Annually they lead the DMAIC performance improvement system for communication to determine if potential improvements can be implemented. In FY18 through a cycle of learning , the Communication Methods were reduced using TCT’s Lean “Less is More” philosophy. Eliminating waste and repetitious communication increased efficiencies.

Figure 1.1-3 Senior Leaders’ Key Communication Processes

Method	Purpose	Target Audience	Deployment
Employee Celebrations	Motivating Workforce	TCT Workforce, Adjunct Faculty, and Families	Two-Way
	Reward and Recognition Program		
Email	Reinforce High Performance	TCT Workforce	Two-Way
	Communicate Key Decisions		
	Motivating Workforce		
Performance Measure Dashboards	Reinforce High Performance	TCT Workforce, Suppliers, Partners, Adjunct Faculty, Students, Other Customers, and BOE	Two-Way
	Motivating Workforce		
	Communicate Key Decisions		
Leadership Team Meetings	Reinforce High Performance	Leadership Team and Committee Chairs	Two-Way
	Motivating Workforce		
	Communicate Key Decisions		
	Analysis and Review of WAP and KPM performance to take improvement actions		
Superintendent Forum	Reinforce High Performance	TCT Workforce, Adjunct Faculty, and BOE	Two-Way
	Motivating Workforce		
	Communicate Key Decisions		
	Reward and Recognition Program		
Surveys	Reinforce High Performance	Workforce, Students, Suppliers, Partners, and Other Customers	Two-Way
Monday Memo	Reinforce High Performance	Workforce, Adjunct Faculty, and BOE	One-Way
	Motivating Workforce		
	Communicate Key Decisions		

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

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

1.1c Mission and Organizational Performance

1.1c (1) Creating an Environment for Success

Using systematic processes, **TCT creates a successful organization through SLT’s actions that build an organization that is successful now and, in the future (Figure 1.1-4).** Step 2 in the Leadership System focuses on balancing student and stakeholder requirements. SLT uses TCT’s Vision 2020 as visualization of future success. Annual Operational Plan completion led by SLT, is the definition for our Mission measured through our Key Performance Measure (KPM) results. As an educational institution, our Workforce Development Process, used to cultivate learning for people in the workforce, is fundamental to TCT’s high-performing environment (Figure 5.1-1).

SLT strives to create a workforce culture that delivers a consistently positive experience for students and other customers and that fosters engagement and a family feeling. In FY14, **SLT proactively created Customer Service Standards for all workforce members. These four standards are included on each workforce member’s Performance Appraisal:** greet customers with a smile; wear name badge on the right side; when thanked reply with “of course,” “my pleasure,” or “absolutely;” and walk customers to their destination. The Bright Idea (BI) process encourages all workforce members to make suggestions for the improvement of processes, cost savings or revenue-generating ideas, and for new and innovative initiatives. Innovation is a collaborative process and BIs are one avenue for innovation. The workforce-driven BI Committee reviews all “bright idea” suggestions and makes recommendations for SLT approval. After implementation, the ideas are recognized at the Superintendent’s Forum.

Succession planning through training and development of future leaders is part of the TCT culture (7.3-20). Members of SLT discuss succession planning at SLT meetings and identify workforce members who have the credentials and skills for succession. SLT also participates in the identification of their successor. A formal succession plan for each SLT member, including the Superintendent/CEO, is maintained. The succession plan created by SLT is annually reviewed with the Board of Education (BOE). Our Superintendent/CEO periodically meets individually with each educator to learn more about them and their aspirations for the future. Often, these aspirations include the opportunity for advancement within TCT. Recently, TCT’s Board of Education named our CQO Deputy Superintendent. This was succession planning for the Superintendent/CEO position.

Figure 1.1-4 Processes Used by SLT to Build a Successful Organization

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

1.1c (2) Creating a Focus on Action

Our SLT-driven Vision and Mission are key to a focus on action to achieve our goals (Figures 7.4-16, 7.4-17, and 7.4-18). **The mission of TCT, “Provide Superior Training,” is measured by the achievement of our annual Operational Plan (OP) Key Performance Measures. When we have achieved all KPMs detailed in the OP, then we have achieved our Mission.** SLT create a focus on action that improves performance, achieves innovation and intelligent risk taking by balancing focus on achieving our long-term Vision 2020 and our Mission. The Superintendent/CEO and Deputy Superintendent/CQO are the process owners for our focus on

action. During Step 2 of the Leadership System (Figure 1.1-1), stakeholder requirements are balanced. SLT then determines a mission-focused strategy, (Step 3). The appropriate actions are then developed and deployed, (Step 4). After deployment, SLT evaluates the actions for effectiveness and communicates results (Figure 1.1-3).

SLT and LT identify needed actions through accountability-driven IAPs and WAPs. Each educator’s IAP details Core Competency Alignment, Objectives, Performance Measures, and Final Outcomes. The WAP details the impacted Core Competency and KPM, Work Group Performance Goals and Measures, Strategies, and Final Outcome. Creating and balancing value is achieved through alignment with Core Competencies, Vision 2020 Major Initiatives, and our Mission (Figures 7.4-16, 7.4-17, and 7.4-18).


Balancing value is part of our Strategy Development Process outlined in 2.1a. In collaboration with the Office of Quality, each Work Group director is responsible for evaluating the measures and results for their WAP. For example: in March the Director of Instruction, along with faculty, analyzes program success data including student performance data, graduate placement rates, wages, and educational status. This analysis is used to refine approaches and develop a future WAP to address opportunities for improvement. WAPs are created during Step 7 of the SPP. Action plans include SMART goals containing performance measures and a target completion date. For example, in FY16, the faculty identified a gap in college readiness and focused their WAP on college readiness activities and as a result in FY17 Continuing Education improved to over 70% (Figure 7.1-11).

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

1.2a (1) Governance System

TCT’s Governance System is accountability driven, focused on being responsible stewards of taxpayer resources (Figure 1.2-1). **In accordance with State laws, SLT ensures responsible governance through a five-member elected BOE, each serving five-year terms representing their respective geographic zones.** Results of BOE actions are deployed to the workforce, students, and stakeholders using multiple communication methods. Our BOE is accountable to the Oklahoma State Department of Education (SDE), the Oklahoma Department of CareerTech Education (ODCTE), and the public they serve.

Board members are also held accountable by the public who elected them to serve. Members of the BOE serve without compensation but are reimbursed for travel expenses. The BOE evaluates and rehires TCT’s Superintendent/CEO. The BOE and Superintendent/CEO are legally responsible for regulatory, accreditation compliance, and budgetary and financial results. During an annual cycle of learning , the BOE updates and reviews the entire BOE Policy Manual. The BOE meets monthly in open meetings with the BOE Agenda posted online and outside of our school at least 24 hours prior to each meeting. Any stakeholder, workforce member, student, or parent is welcome to attend the open meeting. Significant organizational improvement occurred in FY13 when our Board meeting materials became electronically distributed. Prior to FY13 each

Board member and SLT would print hundreds of pages of information in preparation for monthly BOE meetings.

1.2a (2) Performance Evaluation



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

Figure 1.2-1 Systematic Processes for Ensuring Responsible Governance

Key Aspects	Processes for Ensuring Responsible Governance
Accountability for SLT Actions	SLT evaluated annually by Superintendent/CEO
	Minutes Showing BOE SLT Compensation Approval
	Superintendent/CEO and BOE Signed Employment Contracts
	BOE Policy on Performance Evaluation
Accountability for Strategic Plans	Job Descriptions
	SLT Participation in Strategic Planning Process
	Minutes Showing BOE Approval of Operational Plan
Fiscal Accountability	Minutes Showing Monitoring of Operational Plan KPMs
	Minutes Showing BOE Approval of Budget
	Minutes Showing BOE Approval of Monthly Revenue and Expenditures
Transparency in Operations	Financial Audit Results
	BOE Open Meeting Regulation Compliance
	BOE Meeting Agendas Posted Outside of Main Building 24 Hours Prior to Meeting
	BOE Agendas Posted on Website
	BOE Significant Actions Shared with Educators at Superintendent’s Forum
Election Process of BOE Governed by State of Oklahoma	

The BOE is evaluated through reelection by our community citizens at the end of their term and a self-evaluation survey. In a proactive cycle of learning in FY14 , each BOE member completed their first hand-written self-evaluation adapted from the North Dakota School Boards Association. In FY15, the process was improved by administering the survey electronically. The self-evaluation is based on the six dimensions of board competency, a description of successful

board practices uncovered during the Trustee Demonstration Project. The BOE evaluation includes six major headings with statements describing a variety of related BOE actions. Each BOE Member scores each action according to how frequently it occurs. SLT compensation is determined by PA Score, overall school annual Operational Plan KPM results, Work Group WAP completion results, and IAP completion percentage. **Using performance evaluations to determine executive compensation is not generally practiced in public education. Typically, compensation in public schools is determined by years of service and level of education.** Our innovative compensation and incentive bonus system has been presented numerous times at state and national conferences including the Association of Career and Technical Education VISION Conference, the Oklahoma CareerTech Superintendents' Conference, and to the Oklahoma State Legislature.

SLT use PAs to improve their effectiveness as leaders by including a learning component, Professional Development (PD), on their IAP. This PD component will vary subject to the needs of the individual SLT. In addition, a spreadsheet is maintained of each SLT's participation in local, state, and national leader development programs to direct potential training opportunities to the appropriate leader.

1.2b Legal and Ethical Behavior

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

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

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

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

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

TCT is a highly regulated public Career and Technology Education Center (Figure P.1-5). Compliance processes, measures, and goals are aligned with regulations from the ODCTE, Oklahoma SDE, and numerous other program accreditations. Annually, a Regional Oklahoma SDE Accreditation Officer conducts a site visit at TCT. Evidence is provided documenting district policies, safety, personnel, bus driver compliance, student handbook, health services, teacher certifications, school calendar, etc. **In addition, regulatory compliance is surpassed through our commitment to voluntary National Program and Organization Accreditations (Figure 1.2-2).** In addition to multiple mandatory compliance processes, TCT submits to regulations of voluntary accreditation agencies that surpass legal requirements. One of our Vision 2020 goals is to have 75% of Career Majors recognized with a National Program Accreditation (Figure 7.4-16). Tri County seeks out regulatory entities engaged in continuous review and quality improvement, which meet nationally endorsed standards. Voluntarily committing to cycles of evaluation, innovation, and improvement are evidence of TCT's commitment to excellence.

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

1.2b (2) Ethical Behavior

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

expected professional conduct by educators including five specific responsibilities: staff-student relationships, exploitation of a student, standards of behavior, exploitation by supervisors of subordinate employees, and fiscal management. Employee consequences for ethical behavior violations are aligned with the infraction.

Every workforce member has the duty to abide by this professional conduct policy in all respects. Failure to do so may lead to disciplinary action including dismissal or non-renewal of employment, referral to law enforcement for prosecution, or other action appropriate to the nature, gravity, and effect on students, other workforce members, or school operations.

Figure 1.2-2 Voluntary National Program Accreditations

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

Figure 1.2-3 Key Compliance Processes, Measures, & Goals

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

Figure 1.2-4 Ethical Responsibility Processes

Process	Measurement	SLT Involvement	Results
BOE Policy Manual	Number of Terminations Due to Ethical Breaches of BOE Policy	SLT & BOE	7.4-11
Budgeting	Budget Published in Local Newspaper with Notice of Public Hearing	CFO	7.4-9
Hiring Process	Employee Conduct Documentation Signed	HR, SLT, & BOE	7.4-11
External Audit	Number of Significant Findings	SLT & CFO	7.4-9
IRS Audit	Number of IRS Findings	SLT & CFO	7.4-9
BOE Induction	Pledge of Ethics Signed and Oath Given	BOE	7.4-9
Student Ethics	Student Handbook Signature	CIO	7.4-9
	Internet Conduct Agreement	CIO	7.4-9
	Program Specific Agreements	CIO	7.4-9

1.2c Societal Responsibilities

1.2c (1) Societal Well-Being


TCT contributes to society and economic systems by providing education for a skilled workforce and preparing students for continuing education. Tri County Tech resides in one of the most poverty-stricken states in the United States with our poorest partner school city, Nowata, having a per capita income of \$12,633 (Figure P.1-2). Tri County Tech offers these students hope by breaking the cycle of poverty through placement in good jobs and opportunities for continuing education. **TCT makes every effort to keep students in school so they will become contributing members of society (Figure 7.1-1 through 7.1-4).** The Tri County Foundation (TCTF) supports TCT by providing opportunities and financial assistance that allow our students to be successful in their selected programs of study (Figures 7.1-13, 7.4-12, and 7.4-13). The goal of the TCTF is, “No student should be denied access to education due to their ability to pay.” TCT created a process through our Student Success Advisors for disadvantaged students to receive financial assistance, including funding for eye exams, gas cards, monies for needed medication and even food, a most basic need that is sometimes not easily obtained. (1.2c. (2)) TCT’s workforce believes in our commitment to our key communities including the difference the TCTF makes in the education of our students. The TCTF has a strong commitment from TCT workforce members. **In FY18, 100% of TCT workforce contributed to the TCTF (Figures 7.4-12 and 7.4-13). This internal commitment demonstrates the strong belief in the good that is being accomplished by the TCTF.**

In addition to the societal responsibilities to the economy and our students, societal well-being and benefit is part of our overall strategy aligning with our Value of Investing in the Community and our Core Competency of Economic and Community Development (Figure 7.4-15). TCT has two employee-led standing committees: The Community Relations Committee and Bright Ideas Committee, which have each made a difference in the social, environmental, and economic systems of our key communities. At the Summer LT Retreat, the results of each committee are analyzed to determine if the committee is attaining its objective. Each committee has a charter that outlines its objective. Our Community Relations Committee’s focus is aligned with our value of Investing in the Community.

The Community Relations Committee leads the process for selecting and prioritizing societal well-being efforts. The process has four steps beginning with determining the top 3 fundraising events and volunteer activities that will be supported by TCT’s workforce. Next, our workforce participates in volunteer work and activities. **Each workforce member is expected to perform a minimum of 16 community service hours, which is included in their IAP with 8 of those hours during paid time off.** In addition, one of our FY18 Operational Plan KPMs is for 100% of our workforce to attain their community service IAP goals. The third step is for the Community Relations Committee to analyze the results of our community involvement. The last process step is that the committee makes recommendations for improvements that will lead to the selection of future

fundraising events and volunteer activities. Through collaboration with Bartlesville Regional United Way and TCT, in FY18 over 300 workforce members and students volunteered for United Way’s Day of Caring, making TCT the largest contingent of volunteers from one organization.

1.2c (2) Community Support

TCT actively supports and strengthens our key communities, including 12 partner schools located in three counties. **The Community Relations Committee implements the process for coordinating community-based events including identifying key communities and organizations for organizational involvement.** The committee determines the activities and communities that will be supported. After identification, the activities and events are deployed throughout the workforce. In an FY15 cycle of learning , an improvement was made to deployment and staff participation levels by using the internet-based Sign-Up Genius. Prior to FY15, event and activity participation were done using a paper and pencil signup located in the Workforce Lounge. SLT and the Community Relations Committee evaluates the community support activity for effectiveness.

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

The Community Relations Committee also organizes holiday food baskets and meal card distribution. Many of our students come to school hungry without the means to purchase food. To meet this need, we have adopted an innovative snack food provision process funded by the TCTF. To enable the learning process, each instructional program has meal cards available to any student, with no questions asked. The students can use the cards in our Culinary Arts Program operated Osage Market to “purchase” meals.

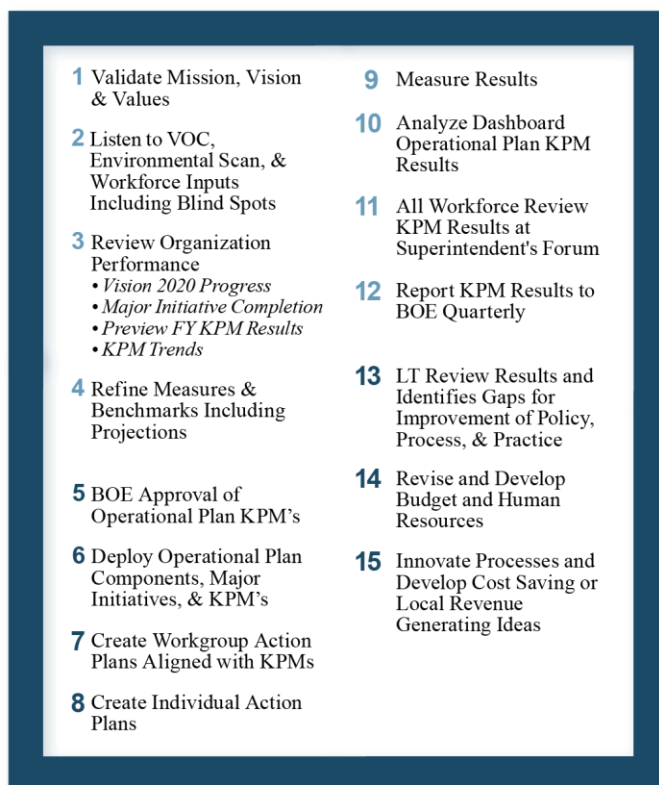
2.1 Strategy Development

2.1a Strategy Development Process

2.1a (1) Strategic Planning Process

TCT develops strategy using a repeatable systematic Strategic Planning Process (SPP) illustrated in Figure 2.1-1. TCT has a detailed system for strategic planning that includes several key process steps. The SPP Step 1 begins at our July semi-annual LT Retreat. At this two-day retreat held off-campus, LT validates MVV, reviews VOC data inputs, reviews stakeholder feedback, reviews workforce satisfaction and engagement results from Great Place to Work, reviews Internal Work Group Customer Satisfaction Survey Results, Vision 2020 Progress, Previous Fiscal Year (FY) KPM results and trends, affirms that Major Initiatives identified in February are valid, and reviews benchmark and comparison data. The goal of the Summer LT Retreat is to create the annual Operational Plan (OP) by identifying KPMs, to identify DMAIC focus areas, and to create WAP alignment and goals.

Figure 2.1-1 Strategic Planning Process



Vision 2020 outlines the long-term planning horizon set forth by SLT and is used to prioritize change initiatives. **Four major long-term key objectives drive Vision 2020: Instructional and Learning Excellence, Economic and Community Development, Fiscal and Operational Effectiveness, and Employee Development and Well-Being.** Each of these long-term objectives align with our four Core Competencies. Each of these four Vision 2020 long-term major goals has in-process time-based, measurable shorter-term goals associated with it. In total, there are 29 individual time-sensitive goals. These in-progress goals are toll gates that assist in making our big goals

achievable. **The achievement of Vision 2020 will be the ultimate measure of the attainment of our Vision, "Inspiring success through life changing learning experiences."** Vision 2020 is a 16-page document that was designed to address TCT's strategic challenges, develop our four Core Competencies, create transformational change, and prioritize our change initiatives. Our Operational Plan aligned with Vision 2020 is our annual short-term planning horizon developed at the summer LT Retreat. Our long-term Vision 2020 is essential, but it can only be achieved if TCT takes the appropriate steps in the short-term. At the Summer LT Retreat led by SLT, KPMs are established as part of the OP. LT also participates in a February Retreat when major initiatives are established for the following FY. This timing allows TCT to ensure the identified major initiatives have budget priority for our spring budget cycle.

The draft of the OP is approved by the BOE and then deployed at the August State of the School Address. Progress towards the OP is updated on electronic dashboards, at bi-weekly SLT Meetings, monthly LT Meetings, Superintendent's Forums, Work Group meetings, and quarterly to the BOE. During these reviews, changes can and are made to maintain progress towards goal achievement. In addition, TCT is a small organization with a flat organizational chart which allows for organizational agility and operational flexibility.

The Strategy Development System is systematically evaluated annually using our DMAIC Performance Improvement System. The Superintendent/CEO and Deputy Superintendent/Chief Quality Officer (CQO) are Process Owners for Strategy Development. During a FY18 cycle of learning through the use of DMAIC, the SPP was reduced by eliminating two unnecessary process steps. Eliminating these SPP steps increased operational flexibility as electronic reporting methods replaced outdated paper results reporting.

2.1a (2) Innovation

Creating a culture focused on two-way communication and workforce engagement is a catalyst to the strategy development process that stimulates and incorporates innovation. Key strategic opportunities are opportunities that are aligned with our long-term Vision 2020 (Figure 2.1-2). The Innovation Management Process (Figure 6.1-3) describes how TCT manages opportunities for innovation. **Tri County Tech leverages our Decision Making Protocol (DMP) to determine which strategic opportunities may be intelligent risks to pursue.** The DMP is used to provide consistency while bolstering our ability to assess key strategic opportunities and balance our most important priorities. The DMP consists of five questions, the answers to which inform the decision of whether or not to pursue the opportunity:

1. Will the opportunity inspire success through life changing learning experiences?
2. Will the opportunity directly impact an Operational Plan Core Competency KPM?
3. Will the opportunity generate Local Controllable Revenue (LCR)?
4. Will the opportunity be cost or time-saving?
5. Is the opportunity innovative and/or will build a key relationship?

Improvements and innovations are documented on the Cycles of Learning Log located in the shared Google Drive and are reviewed annually during the WGPOE process. In addition to

SLT and LT stimulating innovation, we also incorporate innovation through the workforce-led Bright Idea (BI) Process (Figures 2.1-3 and 7.1-15).

Figure 2.1-2 Key Strategic Opportunities & Resulting Innovations

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

2.1a (3) Strategy Considerations

TCT collects and analyzes relevant data to ensure our SPP is fact based through several means. TCT gathers information from students, other customers, workforce, and stakeholders. Through cycles of learning in FY18, the software Tableau now is used to instantly distribute reporting and analysis dashboards of performance measure data and information collected. Forward facing KPM dashboards are also available to our external stakeholders that can be accessed via our webpage. In addition, data collection methods and frequency for each KPM component included in the OP are shown in Figure 4.1-1.

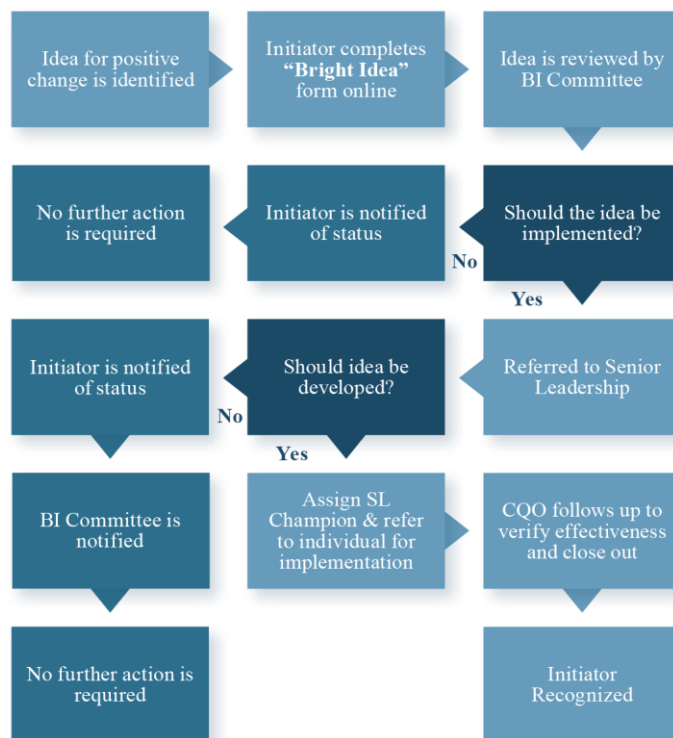
During cycles of learning in FY16, relevant data collection function became part of our newly created Office of Quality (OOQ) and under the direction of our Deputy Superintendent/Chief Quality Officer (CQO). This position and Work Group are rare in a small public school and became a necessity to take us to the next level of performance improvement. Prior to the OOQ, each Work Group director coordinated their own work process data collection. Now the OOQ collects data, analyzes data, communicates results using dashboards, compares results with trends and benchmarks, identifies gaps, provides analysis tools to end users, and coordinates the development and deployment of improved and new processes using the DMAIC Performance Improvement System. Potential changes in the regulatory environment and blind spot recognition are included in the SPP during Step 2. Information is gathered through participation in state and national meetings and conferences to assess potential changes in the legislative and regulatory environment. As information is learned it is shared with the entire workforce through SLT and LT meeting minutes and through Communication Processes (Figure 1.1-3) as appropriate. **Our ability to execute the Strategic Plan is supported by establishing our most important Major Initiatives in February before the April budget process deadline.** February of each year the main deliverable of the LT Retreat is the development of major initiatives. Major initiatives are campus-wide goals that align with Vision 2020 and our Core Competencies. Prioritizing major initiatives gives them

precedence over human and capital resource allocation required to execute the strategic plan. If resources are not adequate, SLT reassesses and reallocates resources to balance capacity.

2.1a (4) Work Systems and Core Competencies

Work system refers to how the work of TCT is accomplished; in other words, how we produce our education service and other customer offerings. These interconnected key work systems, illustrated in Figure 2.1-4, are aligned using the Baldrige Framework, TCT's Core Competencies, and by SLT.

Figure 2.1-3 Bright Idea Process




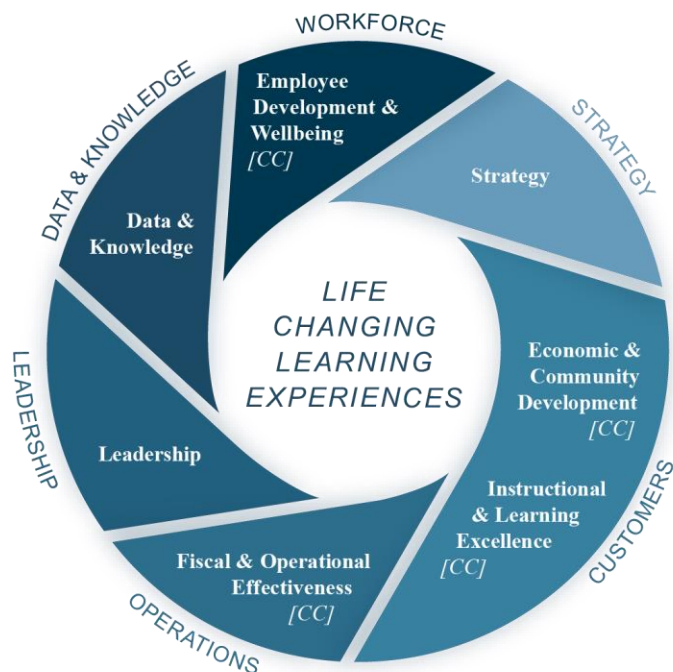
Decisions concerning work systems are strategic and aligned with Vision 2020. **Work Systems are Leadership, Strategy, Customers, Data and Knowledge, Workforce, and Operations.** Decisions regarding which processes will be accomplished by external suppliers are based on our four Core Competencies. Our instructional programs are involved in our Operational Work Systems and many are involved in Local Controllable Revenue generation. As a cycle of learning in FY18 , our Technology Services personnel involve our Information Technology students in the completion of technology projects that would add to their learning. This collaboration benefits TCT by saving human capital and benefits students by receiving hands-on experience alongside a TCT technician. Decisions concerning future Core Competencies are part of our SPP and are discussed at LT retreats.

Figure 2.1-4 Key Work Systems



2.1b Strategic Objectives

2.1b (1) Key Strategic Objectives

Key strategic objectives are identified in Vision 2020 along with the timetable for completing them (Figure 7.4-16). **Key objectives are determined in four areas aligned with our Core Competencies and critical to attaining our Vision. The four goals to be achieved by 2020 represent our top priorities along with the incremental shorter-term objectives highlighted.** Annually, TCT publishes a Stakeholder Progress Report detailing Operational Plan KPM results as well as Vision 2020 progress. In addition, KPM Progress and Major Initiative Progress are deployed at the Superintendent’s Forum luncheon attended by all workforce members. This luncheon incorporates employee celebrations, Bright Idea Awards, White Bison Awards, service anniversary recognition, BOE meeting update, personnel update and potential planned key changes in services. Currently TCT is in the process of conducting a stakeholder analysis for the development of Vision 2025. This analysis will include recommendations for potential key changes planned in

educational programs and services including students, customers, and markets.

2.1b (2) Strategic Objective Considerations


The SPP strategic objective considerations achieve balance through Vision 2020 and Operational Plan Key Performance Measures. TCT’s Core Competencies are aligned with the Baldrige Framework and balance potentially competing organizational needs. The focus of Vision 2020 combined with the annual OP balances goals in Step **3** of the SPP (Figure 2.2-1). Strategic Challenges (Figure P.2-4) are examined throughout several different SPP venues: LT retreats, SLT meetings, LT meetings, Work Group meetings, and individual performance review meetings. **Vision 2020 was designed to balance short- and longer-term planning horizons aligned by Core Competency.** The needs of key student groups and stakeholders (Figure P.1-6) are balanced by key requirements, expectations, and key measures. Step **2** of the SPP involves listening to VOC, workforce inputs, and an environmental scan. The ability to execute action plans takes into consideration budget, human resource needs, and potential professional development. Opportunities for innovation in educational programs and services often begin at the annual Program and Work Group Plan of Excellence meeting reviews. The Plan of Excellence processes are discussed in detail in sections 3.1 and 6.1.

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

2.2a (1) Action Plans

Figure 2.2-1 illustrates TCT’s key short term and longer-term action plans. TCT’s annual short-term key action plans are aligned with Key Performance Measures (KPM) and are developed at the annual summer LT Retreat during Step **7** of the SPP. Detailed short-term action plans are developed through WAPs and IAPs and are entered into our Human Resource Information System, Halogen. The Operational Plan (OP) is the product of the annual LT Retreat, which reflects longer-term Vision 2020 Strategic Objectives through Major Initiatives and KPMs. Longer-term action plans are aligned with our long-term Vision 2020 key strategic challenges and advantages. Longer-term action plans are connected to specific WAPs and are directed by a member of the SLT. WAPs are developed using four key inputs: results from the previous FYs WAP, Operational Plan KPMs, LT Summer Retreat, and analysis from the Work Group Plan of Excellence (WGPOE) process.

As a cycle of learning and innovation in FY17 , WGPOEs were implemented for each Work Group. Instructional programs have participated in a POE review process, discussed in 3.1, for over a decade, but for Work Group areas the POE was a significant improvement. The WGPOE processes include each Work System and corresponding Work Group Director developing a comprehensive strategic review of their area. This comprehensive review deliverable is presented to the OOC. The WGPOE meeting is a performance review discussion that Work Group directors lead, guided by the input requested through linked Google docs and sheets. The WGPOE includes a Work Group performance measure evaluation, workforce requests, budget


request and revenue projections, cycles of learning review, and future work process improvement recommendations (DMAIC).


The goal of the WGPOE is to honestly engage with Baldrige principles at the Work Group level, reflect on current practice, identify focal points for attention, and to plan proactively for the future. Each director comes to the meeting prepared to discuss, question, and propose ideas related to the questions presented. Each WGPOE meeting is summarized in a living online document that process owners can access in real time. WGPOE is among the inputs then used to develop the WAP typically due in August of each FY. The WAP is electronically stored in our Google Drive and in our Human Resource Information System (HRIS), Halogen. After WAPs are developed

and approved by the Deputy Superintendent/CQO and the Superintendent/CEO, IAPs are then developed. Each director begins discussing how individuals can impact Work Group and KPM achievement. The results of these discussions are IAPs and are also electronically stored in Halogen. WAPs and IAPs support the KPMs and Major Initiatives. Prior to the August State of the School Address, the SLT conducts a SPP retreat with the LT. The purpose of the retreat is to review KPM progress for the previous FY, reassess KPM benchmarks, establish current year KPMs, analyze performance measures, examine Major Initiative advancement, discuss major process updates, and determine action plan objectives. The retreat also is an opportunity for LT to refine approaches and share process innovation.

Figure 2.2-1 Strategic Challenges, Strategic Advantages, Key Action Plans, and Key Performance Measures					
Objectives	Key Action Plans	Key Workforce Plan	Key Performance Measure (KPM)	KPM Goals	Figure(s)
Key SC: Deliver Beneficial and Relevant Instruction			Key SA: Innovative Program Offerings		
Objective 1: Achieve Benchmark Performance in Student Completion and Retention	Continue to meet or exceed State Top 5 Career Tech Center Average	Include Student Completion of Program on Report Card and Performance Incentive Pay	Student Completion and Retention	91%	7.1-1 - 7.1-3
Objective 2: Achieve Benchmark Performance for Program Graduate Licensure and Certification	Continue to meet or exceed State Top 5 Career Tech Center Average	Include Graduate Licensure and Certification of Program on Report Card and Performance Incentive Pay	Graduate Licensure and Certification	96%	7.4-18
Objective 3: Achieve Benchmark Performance for Net Promoter Score	Increase NPS to that of high ranking organizations	PD for Workforce on NPS and Methods to Increase	Net Promoter Score	79%	7.2-13
Objective 4: Improve Adult Student Average Wage	Continue to meet or exceed State Top 5 Career Tech Center Average	Include Adult Average Wage Program on Report Card and Performance Incentive Pay	Adult Student Average Wage	\$16.49	7.1-9
Objective 5: Achieve Benchmark Performance in Percentage of High School Students Continuing Education	Continue to meet or exceed State Top 5 Career Tech Center Average	Include High School Students Continuing Education on Report Card and Performance Incentive Pay	High School Students Continuing Education	64%	7.1-11
Objective 6: Maintain Minimum Budget Spent on Direct Classroom Support	Continue Positive Financial Performance	Business Office Communicate Budget Priorities and Status to Workforce	Minimum Budget Spent on Direct Classroom Support	62%	7.4-18
Key SC: Proactively Prepare for State Funding Reductions			SA: Local Controllable Revenue		
Objective 1: Increase Local Controllable Revenue	Place Each Work Group's Share of Local Controllable Revenue on Their WAP	Communicate Local Controllable Revenue on Data Dashboards and During Workforce Meetings	Local Controllable Revenue	\$1.7mil	7.5-4 - 7.5-8
Objective 2: Maintain Planned Fund Balance	Continue Positive Financial Performance	Communicate Financial Results on Data Dashboards and During Workforce Meetings	Fund Balance	\$2.5mil	7.5-3
Objective 3: Increase Total Enrollment	Develop and Implement Marketing Strategies for Enrollment	Hire Student Recruiter and Provide PD for Marketing Plan and Education Service Offerings	Total Enrollment	21K	7.5-9 - 7.5-12
Key SC: Address Resource Gap for Students Key			SA: TCTF Funding for Assistance and Scholarships		
Objective 1: Achieve Benchmark Performance in Student Placement After Program Completion	Continue to meet or exceed State Top 5 Career Tech Center Average	Include Student Placement After Program Completion on Report Card and Performance Incentive Pay	Student Placement After Program Completion	90%	7.1-5 - 7.1-7
Objective 3: Increase Total Enrollment	Develop and Implement Marketing Strategies for Enrollment	Hire Student Recruiter and Provide PD for Marketing Plan and Education Service Offerings	Total Enrollment	21K	7.5-9 - 7.5-12
SC4: Increase Workforce Satisfaction			SA4: Great Small Place to Work in the US		
Objective 1: Achieve Benchmark Performance for Workforce Retention Rate	Continue to meet or exceed National Top 5 Available Great Place to Work Organizations	Human Resources Continue to Systemize HR Systems and Processes	Workforce Retention Rate	90%	7-4.18
Objective 2: Maintain 100% of Workforce Meeting Professional Development Goals	Continue to Provide Opportunities and Funding for Professional Development	Directors Provide Opportunities for Professional Development Including Reflection	Workforce Meeting Professional Development Goals	100%	7.4-18
Objective 3: Increase Percentage of Workforce That Hold a Bachelor's Degree or Higher	Continue to Provide Reimburse for Workforce to Pursue Degrees	HR Give Priority to Open Position Applicants That Hold a Bachelor's Degree if Applicable for the Job	Workforce That Hold a Bachelor's Degree or Higher	65%	7.4-18

2.2a (2) Action Plan Implementation


After BOE approval, the OP and KPMs are deployed at the annual August State of the School Address held the week before full-time classes begin in August. At this celebration, the Deputy Superintendent/CQO and Superintendent/CEO highlight success from the previous school year and create inspiration for the goals and plans for the upcoming year. **After this celebration workforce members meet with their respective Work Groups and begin to create their action plans.** The goals of the WAPs have mostly been established and the Work Group determines what actions will be employed to attain the goals. During a FY16 cycle of learning , action plan deployment was significantly improved through the employment of the HRIS software system, Halogen. Prior to Halogen, action plans were deployed using paper copies and spreadsheets. **Using Halogen, we have automated our action plan deployment and performance management processes—from appraisals, to goal setting, to action plan development, to integrated professional development, and beyond.** We can now instantly determine how each employee is progressing toward those crucial IAP and WAP objectives. As we continue to phase in components of Halogen, modifications required to meet critical objectives will be made faster with the needed data to make decisions. The WAP is now electronically reviewed by the Deputy Superintendent/CQO for OP alignment and sustainability. After the WAP is finalized, each employee, in collaboration with their supervisor, develops their Individual Action Plan (IAP). **Progress toward the IAP objectives is formally evaluated with a Director twice annually.** However, IAP progress results can be continually viewed and updated without a formal Performance Appraisal occurring. It is an expectation that each workforce member updates their personal IAP progress at least quarterly. Sustaining key outcomes involves studying incremental results and analyzing whether they are at expected levels.

During our FY18 cycles of learning , TCT implemented the software Tableau to facilitate the sustainability of our Operational Plan KPM outcomes. Using the Tableau software has helped our LT see and understand data through visualization focused on business intelligence. We are in the early stages of implementing Tableau but are already saving time and process steps using a connected system that pulls data into one place eliminating having to log into multiple systems or contact multiple data owners. In addition, action plan implementation is augmented through TCT's performance incentive plan. At the end of each FY, all workforce members employed by October 1 are eligible for a monetary incentive based on IAP Completion, WAP Completion, and OP KPM Completion. The practice of paying all workforce a monetary incentive based on performance is unheard of in education and helps ensure key outcomes of action plans are sustained.

2.2a (3) Resource Allocation

Resource allocation and budgeting is part of our core competency of Fiscal and Operational Effectiveness. The CFO is the Process Owner for resource allocation. A systematic function-based resource allocation approach allows TCT to focus on empowering the individual employee through


transparency. Resources are allocated through a defined staffing and budgeting process beginning each spring (Figure 2.1-1). **The resource allocation process is a component of the WGPOE and instructional program POE.** The process includes staffing level adjustments, capital project prioritization, and preparation of instructional program and Work Group budgets, revenue stream analysis, and a public hearing at our June Board meeting. Google Drive, cloud-based file sharing, is a catalyst for deployment as every budget is open for LT to view and share with their respective Work Groups. Instructional program budgets are a component of annual Program Plan of Excellence meetings discussed in 3.2a (1). The budget is formally revised each January with the revision going to the BOE for approval.

Financial risks are managed by having an adequate fund balance to ensure our financial viability. Fund balance ensures we have the cash flow to withstand revenue variations. Fund balance is a Major Initiative under Fiscal and Operational Effectiveness with a FY18 goal of \$2,500,000. An additional vital component of resource allocation is Local Controllable Revenue (LCR). Earning LCR  supports a balanced budget by leveraging our revenue generating education service offerings.

2.2a (4) Workforce Plans

Figure 2.2-1 illustrates TCT's key workforce plans required to support short-term and longer-term action plans. Key workforce plans are a result of WGPOEs and include an analysis of KPMs, WAPs, IAPs, Major Initiative implementation strategies, and are aligned with our core competency of Employee Development and Well-Being. Impacts on our workforce and potential changes in workforce capability and capacity are at the forefront of Superintendent/CEO communications. **It is important to note that Oklahoma continues to experience one of the worst budget crises in our state's history. State-supported agencies including public education are receiving significant budget cuts as they have for the past several years.** During this time of funding uncertainty when other public schools are cutting workforce positions, our Superintendent/CEO has shared using key communication processes workforce plans pledging that all jobs are secure.

2.2a (5) Performance Measures

The Key Performance Measures for Key Action Plans are identified in Figure 2.2-1. Our action plan measurement system reinforces organizational alignment through the cascading connection of measures. **Vision 2020 is our ultimate goal, which aligns with our Operation Plan, which aligns with our WAPs, which align with our IAPs.** In addition, TCT has monetary performance incentives for every level of educator . Annual performance incentives potentials are aligned accordingly with 1/3 for overall organizational KPM results, 1/3 for WAPs results, and 1/3 IAP results. Step **3** of the SPP reinforces organization alignment with Core Competency and Work System alignment with KPMs.

2.2a (6) Performance Projections

Performance projections are aligned with Vision 2020, include short- and longer-term planning horizons and are

established during Step 4 of the SPP (Figure 2.1-1). **Performance projections are TCT’s estimates of future performance (Figure 7.4-18). The definitions and formulas for TCT’s Key Performance Measure (KPM) projections are in the shared Google Drive.** This document indicates what data inputs are used for each KPM. Projections, which are reviewed at LT retreat, are based on historical rate of growth of the performance measure, growth potential, changes in organizational resources or priorities, and comparative and competitive data. Gaps in performance and performance projection recommendations are developed annually by the OoQ and presented to LT at the Summer Planning Retreat. Projections for WAP performance are discussed at the WGPOE meetings and refined at Summer Retreat. The deliverable of the Summer Planning Retreat is to have reached consensus on KPM performance projections along with having major WAP projections and a focus for Work Group Action Plan development. These KPM projections are a component of the annual OP. After the OP draft is completed at LT Retreat, it is presented to the BOE for approval. After BOE approval, the workforce learns of the OP KPMs at the State-of-the-School Address held each August before school starts. Figure 7.4-16 illustrates Vision 2020’s progress.

2.2b Action Plan Modification

Using feedback received from in-progress KPMs, Major Initiative updates, WAP progress, IAP Progress, and environmental scans, SLT and LT members may recognize the need for mid-course action plan adjustments. The WAP and IAP documents are in the HRIS Halogen and contains three components: Core Competency Alignment, SMART Goals (S- stretching; M- measurable; A- achievable; R- relevant; and T- time-bound), and Action Plan. **The action plan component is a guide for improvement strategies that were**

developed with analysis and careful thought. As important as the strategies are, they are not set in stone. If conditions surrounding the Work Group or operating environment have changed, then the action plan may need to change in response. Using our Tableau dashboard system for continuous KPM result communication and the HRIS Halogen, WG Directors can quickly recognize the need for improvement. This dashboard includes performance goals as well as actual results, allowing performance gaps to be quickly identified and midcourse adjustments to be made.


3.1 Voice of the Customer

3.1a Listening to Students and Other Customers


3.1a (1) Current Students and Other Customers

TCT’s drive toward continuous improvement hinges on our commitment to our students. Our Vision, “inspiring success through life changing learning experiences,” means more than mere words on a page. Many of our students are hungry for opportunity and a chance for a better life through education. **To provide these learning opportunities, we listen and learn using a variety of methods allowing us to appropriately serve our students and other customers (Figure 3.1-1).** Our key student customers are high school and adult students who are enrolled in our full-time instructional programs. Other customer offerings are provided through Community Education (CE), Event Services (ES), and The Strategy Center (TSC). The goal of these other education services is revenue generation (LCR) and community outreach. The Process Owners for Voice of the Customer are our Chief Instructional Officer and Senior Director of Economic Development. Annually they lead the DMAIC performance improvement system to determine if potential improvements can be implemented.


Listening and Learning Method	Students, Stakeholders, and Other Customers	Results
Advisory Committee – Semi-Annual	Full-time, Community Education, and TSC	Meeting Minutes
BOE Meetings – Monthly	All	Meeting Minutes
Other Customer Consultations - Ongoing	Event Services and TSC	Room Reservations and Achademix Enrollments
Full-time Student Satisfaction Surveys – Semi - Annual	Full-time	7.2-1 – 7.2-7
ODCTE Follow Up – Annual	Full-time	7.1-1 – 7.1-12
Social Media - Ongoing	All	7.2-14
Website - Ongoing	All	7.2-14
CE, Events, and TSC Net Promoter Score (NPS) - Ongoing	Community Education, Event Services, & TSC	7.2-13
Workforce Internal Customer Satisfaction - Annual	Stakeholder Group – All Tri County Workforce	7.2-8 – 7.2-11
Businesses, Industry, and Community - Ongoing	Stakeholder Groups	Program National Accreditations, Staff Community Service, Foundation Success

In FY18 through a cycle of learning , the Listening Methods were reduced using TCT’s Lean “Less is More” philosophy. Through the DMAIC Performance Improvement System the Process Owners determined that several previously utilized Listening Methods were informal and did not provide

immediate and actionable feedback. These listening methods were eliminated.

One example using student listening in cycles of learning is the improvement of our student satisfaction evaluations of their teacher . Prior to FY16, the student evaluations were conducted via paper and pencil in the classroom. This method


required hand scanning and tabulation of results for each teacher. Beginning in FY16, HS and adult students complete their teacher evaluations using an online assessment. The information that is collected is compiled and returned to the faculty during an individual conference with the Director of Instruction. The feedback is also reviewed as part of the Plan of Excellence program review, and improvements, if needed, are made. Results are illustrated in Figure 7.2-1 through 7.2-7. The input provides insight for innovation and program improvement. The Chief Instructional Officer and Director of Instruction also review the results to determine if there are immediate needs to be addressed. **Faculty uses the data as a factor to help them determine if improvement actions need to be made in planning, curriculum, or delivery of instruction.** If the data indicates that a change in the program should occur, then the faculty member presents that change to administration during the Program Plan of Excellence (POE) meeting, which is held each spring.

In FY17 , a considerable improvement was made with the addition of a VOC satisfaction survey for employers of our adult graduates. Using our NPS metric, fully discussed in 3.1b (1), in conjunction with specific satisfaction questions, TCT has a leading indicator of employer satisfaction and will be able to make instructional improvements accordingly.

3.1a (2) Potential Students and Other Customers

Potential students and other potential customers are important to TCT's future. A summary of how listening methods used to create actionable feedback differ for potential student groups and other customers are included in Figure 3.1-1. VOC for potential students is realized primarily through the Student Services, TSC, and Marketing Work Groups. The Student Services Work Group receives information through individual meetings with Partner School Superintendents and TCT's Chief Instructional Officer and Superintendent/CEO, visits from TCT's High School Recruiter, Advisory Committee input, and frequent meeting with High School Principals. TCT is involved in daily communication with our partner schools. The relationship is based on collaboration and support of TCT's Vision of, "inspiring success through life changing learning experiences." **The Chief Instructional Officer (CIO) reviews high school and adult program recommendations.** She leverages the DMP combined with pertinent data analysis to determine potential program viability. Once the new potential program is identified, a recommendation is taken to the Superintendent/CEO approval. After Superintendent/CEO approval, the potential new program is approved by the Board of Education. CE uses various listening posts to create courses of interest to our community citizens. These courses could be general interest for personal growth, entertainment, or community interest. Potential CE course suggestions are analyzed for implementation by TCT's Community Education Specialist. These suggestions primarily originate from VOC survey comments received from CE customers, Adjunct Faculty input, and CE Advisory Board input. After a CE course has been approved, the coordinator locates an instructor, determines materials and supplies needed, and decides if we have the needed classroom or lab requirements. The CIO also communicates directly with area community leaders and develops new course offerings. These suggestions are analyzed for implementation by the Student Services Work Group.


Potential TSC VOC is primarily achieved through personal consultation and contacts made by the TSC workforce. TSC develops customized training for business and industry. The nature of the training offered requires collaboration developed through a relationship with the business. Often training curriculum is tailored to the company's specific proprietary needs. **TSC customers participate in listening processes with a Director of Business Development who creates customized solutions.** The Strategy Center values partnerships within the community. They offer local businesses – both startups and established – customized training, business incubator services, and safety training. They focus on helping businesses thrive, which strengthens the economy and improves the quality of life in the local community and Oklahoma.

Through cycles of learning , TSC responded to an industry need. The Strategy Center partnered with Phillips 66 and Key Personnel in FY15 to create the first Phillips 66 Academy. Candidates were selected to participate in the 16-week hands-on academy after a screening and interviewing process. Upon successful completion of the academy, there was a possibility to be hired for full-time employment. Seven of the ten graduates are currently employed full time, and two are on contract with Phillips 66.

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

3.1b (1) Satisfaction, Dissatisfaction, and Engagement

Student and other customer satisfaction, dissatisfaction, and engagement are determined using Listening Methods illustrated in Figure 3.1-1. As shown in the Figure, **current student satisfaction determination methods differ among student segments and other customer education service offerings.** Measurements capture actionable information and are used in SPP KPMs, WAPs, and IAPs. Measures that indicate student satisfaction and dissatisfaction are full-time student satisfaction surveys (Figures 7.2-1 through 7.2-7) and comments and other customer satisfaction surveys and comments. Engagement measures include: Enrollment KPM segmented by key education service and other customers' offerings (Figures 7.5-9 – 7.5-12); Completion/Retention KPM (7.1-1); NPS for Community Education, Event Services, and TSC (7.2-13); and social media measures (Figure 7.2-14).

During FY16 cycles of learning , a PIT was created to improve our methods for determining student satisfaction and engagement. The PIT recommended and implemented the use of an online survey software tool that allows TCT to create visually engaging, branded, mobile-ready surveys, with capabilities to view the data in real-time. Using the "Get Feedback" platform for the deployment of our other customers' satisfaction and engagement survey after each education service offering experience has provided numerous improvement opportunities from classroom conditions to instructional quality.

The NPS score is a benchmark and a leading indicator of improvement across industries. The Net Promoter Score is calculated based on responses to a single question: How likely is it that you would recommend our education service offering (this statement is personalized by course) to a friend or colleague? The scoring for this answer is based on a 1 to 10 scale. Those who respond with a score of 9 to 10 are called Promoters and are considered likely to exhibit "promoting" behaviors. Those who

respond with a score of 1 to 6 are labeled Detractors, and they are believed to exhibit “detracting” behaviors. Responses of 7 and 8 are labeled Passives, and their behavior falls in the middle of Promoters and Detractors. The Net Promoter Score is calculated by subtracting the percentage of customers who are Detractors from the percentage of customers who are Promoters. NPS is widely adopted with more than two thirds of Fortune 1000 companies and national Baldrige winners (Figure 7.2-13) utilizing it.

3.1b (2) Satisfaction Relative to Competitors


In today's competitive education environment where students have many options available to them, the ability to attract and retain students is important. Education organizations wanting to gain that advantage need to obtain comparative and actionable information on student satisfaction relative to that of their competitors. **TCT has a relative competitive advantage by being the only Career and Technology education organization in our three-county area.** For high school students, satisfaction can be determined through student satisfaction, dissatisfaction, and engagement listening methods. Our students all attend two schools: one being TCT and the other being their partner high school, which is our direct competitor in student's limited schedule. Student's enrollment in our educational service offerings indicates they are more satisfied with what we are offering than their partner school (Figure 7.1-17).


3.2 Customer Engagement


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

3.2a (1) Program and Service Offerings

Educational programs and services are determined by assessing the needs of our students and other customers. Numerous methods (Figure 3.2-1) are used to support, receive feedback, and communicate with our key student segments. Business leaders, community leaders, school administrators, and school counselors communicate with TCT leaders regarding program suggestions through Advisory Board meetings, partner school listening posts, and involvement in community activities. **The appropriate SLT (CIO or Senior Director of Business Development) takes the recommendations into consideration, completes research, and determines if it is a viable option.** Local employment data through the local economic development organizations and Chambers of Commerce, ODCTE, and the Oklahoma employment opportunities, wages, and Department of Labor information are used to identify potential program offerings. Curriculum is established through college partners, business and industry recommendations, certification requirements, and national program accreditation standards. Program advisory boards made up of representatives from business and industry, former students working in the field, and high school and college counselors may recommend updates to the curriculum. As business and industry changes, we listen and make appropriate changes to innovate our curriculum, technology and equipment.

For example, TCT innovated  Flex programs for working adults. According to the U.S. Department of Education, six in ten people who begin higher education at two-year schools fail to graduate within six years. Why do so many students leave college before graduation? Experts believe it is difficult for working adults

to bridge the gap between having to work for a living, paying for tuition, and studying in addition to taking care of families. TCT's Applied Welding Technology (AWT) program offers a solution for those facing these challenges. It provides lucrative technical skills while allowing students to continue working their full-time jobs. The nine-month program allows working adults to attend classes at TCT two nights a week. This flexibility to structure programs to meet the needs of students is a direct result of TCT no longer accepting federal funding . As such, syllabi can now be structured to meet the needs of students and the job market, not federal clock hour guidelines. Our Applied Welding Technology Flex program prepares students for a career in a variety of welding occupations. Skills include: arc welding, oxyacetylene cutting, and gas metal and tungsten arc welding. Potential certifications include Stick, TIG, and MIG welding. The Flex program's targeted approach to education and training means companies are getting the skilled workers with experience-based learning that they need to help keep their businesses competitive. It also means new recruits have a greater opportunity for higher wages and advancement.

Cycles of learning are employed for HS and adult programs through the annual Program Plan of Excellence (POE) process. **The POE is a comprehensive program review process in which each Instructional Area Program Team meets with the Chief Instructional Officer (CIO), Director of Instruction, Physical Plant and Technology Services, Student Services Advisor, Marketing Work Group representative, Procurement Specialist, and Curriculum Specialist to adapt program offerings to meet the requirements and exceed the expectations of our students.** The POE was innovated by TCT and continues to be one of our role model practices. Prior to the POE, educational programs had a review meeting where faculty would only make recommendations to update curriculum and syllabi. The POE review analyzes all program data from a holistic perspective for the purpose of program improvement. The POE is a formal instructor-led meeting that includes, a progress report analysis for meeting program-level KPMs, documentation for any requested changes to the syllabi or curriculum, instructional materials requirements, certification compliance, student-to-teacher ratios, equipment and or supply needs, facility needs, safety training or practice needs, advisory board recommendations, and any professional development activities that are being requested. The POE is presented for approval and additional input from the CIO, Physical Plant/Technology Director, Procurement Specialist, and Director of Instruction. The POE and improvements requested could be approved in their entirety or a portion thereof. In FY17 , the Program POE process was improved from a paper system collected in a 3-ring binder to an on-line electronic system.

3.2a (2) Student and Other Customer Support

Student and other customer support are personalized for each particular segment. Key communication mechanisms and feedback methods for each segment are detailed in Figure 3.2-1. Our key student customers are high school and adult students who are enrolled in our full-time instructional programs. Their support is directed by the Student Services Work Group. **The Student Services Work Group provides student support for academic, behavioral, social, emotional, and physical needs of HS and adult students.**

The financial needs of high school and adult students are often significant and met by the TCTF (Figure 7.1-13) directed by Student Success Advisor. The goal of the TCTF is that, “No student should be denied access to education due to their ability to pay.” The TCTF funds scholarships, emergency assistance, food, and school supplies for students in need. High school students attend Tri County free of charge, but adult students pay a small tuition. **In FY14, TCT became totally free from federal funding. We believe we are the only public school in the nation to take this bold step.** In the absence of the thousands of

regulations and federal reporting requirements, TCT is able to innovate education service offerings and support to meet our students’ unique needs. **Since TCT does not accept Federal Funding, we seek other innovative methods to support adult students.** TCTF funded scholarships pay for students’ tuition, books, and supplies to those that qualify. TCT also “loans” students funding required for tuition making a Payment Agreement to repay the funds at a later date.

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

Student Segment	Provide Support	Provide Information Through Key Communication Mechanisms	Receive Feedback	Results
HS program	Student Services Educators	Email, Telephone, Electronic Notification System, Partner School Principal and Counselor Meetings, Surveys, TCT Facebook, Twitter, and Social Media, TCT Progress Report, and TCT Website	Student Satisfaction Surveys	7.2.-1-7.2-7
			Student Engagement	7.2-12
			Retention / Completion Data	7.1-1 – 7.1-4
			Continuing Education	7.1-11
Adult program	Student Services Educators	Email, Telephone, Electronic Notification System, Program Advisory Committee Meetings, Surveys, TCT Facebook, Twitter, and Social Media, TCT Progress Report, and TCT Website	Student Satisfaction Surveys	7.2-1-7.2-7
			Retention / Completion Data	7.1.1 – 7.1-4
			Licenses and Certifications Earned	7.4-18
			Adult Average Wages	7.1-9
			Enrollment	7.4-18

Emergency assistance funding is used to pay for obstacles that occur all too often to those living in poverty. Overcoming these obstacles can be the difference in a student dropping out of school and completing their education. Emergency assistance includes paying for electricity, water, gasoline, and other expenses that may prevent our students from obtaining an education. **In addition, as a career and technology center we can stretch our TCTF dollars by using our career and technical programs to assist with student needs.** One simple example that occurs often is when a student’s car breaks down. The TCTF can purchase the required parts and the students in our Automotive Service Program repair the car. The Foundation also provides funding for physical needs including food and adequate clothing to obtain a job. The Student Services Work Group also administers a food distribution program. In addition to student financial scholarship and emergency assistance, students receive support through counseling services, weekly grade checks, and Career Tech Student Organization (CTSO) involvement.

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

3.2a (3) Student and Other Customer Segmentation

Student and other customer segmentation is determined by their corresponding education service offering and program or class. **Key education service offerings are segmented by HS and adult (P.1-1) and other customers are segmented by Community Education, Event Services, and TSC.** Inputs received from the SPP including Program POE and WGPOE processes assist in determining customer segmentation. TCT’s Vision 2020, Operational Plan KPMs, and WAPs guide which student groups and market segments will be emphasized and pursued for growth. After our FY17 LT retreat, opportunities for revenue growth were explored. We determined there is potential for additional growth in enrollment and program development in our other customers’ offerings (Figures 7.5-10 through 7.5-12). Event Services, Community Education, and The Strategy Center have local controllable revenue generating outcomes (Figures 7.5-6 through 7.5-8).

3.2b Students and Other Customer Relationships

3.2b (1) Relationship Management

Managing relationships with students and other customers is paramount to Tri County Tech. Detailed expectations regarding customer service are outlined in TCT’s Customer Service Standards. These standards are non-negotiable and are included in every workforce member’s Performance Appraisal (PA). The four standards are:

1. Greet customers with a smile
2. Wear name badge on the side you shake hands with
3. When thanked, reply with “of course,” “my pleasure,” and/or “absolutely”
4. Walk customers to their destination.

Processes involved in marketing and developing relations are contained in TCT’s Marketing Plan. Annually, the Senior Director of Business Development prepares a detailed Marketing and Communications Plan and presents the plan to our BOE. The plan has several purposes including:

- Coordinate activities that acquire students and other customers
- Create a brand reputation for TCT that makes us stand out as unique and of the upmost quality in our students’ and other customers’ eyes
- Affect TCT’s relationships by retaining students, meeting student requirements, and exceeding student expectations in each stage of their relationship

Social media is leveraged to enhance TCT’s image, student engagement, and relationships (Figure 7.2-14). TCT has a presence on Facebook intended to improve website traffic. The Director of Marketing is responsible for our social media processes results of which are measured by website traffic and revenue (Figure 7.2-14). A highlight of FY15 was the rebranding of our previously called short-term classes into Community Education experiences. Vision 2020 identifies a major enrollment goal to grow enrollments to 15,000. Realizing this could not be achieved through HS programs and adult programs alone, so we developed a plan for the significant growth of enrollments to be through Event Services, Community Education, and The Strategy Center (Figure 7.5-9 through 7.5-12). To accomplish this, we created a new identity and a buzz in the community. We hired Schnake, Turnbo, and Frank PR to assist with the rebrand initiative. Through research, analysis, and the process of identifying the look and feel of the Community Education brand, it became evident the entire Tri County organization needed rebranding. The new brand identity launched at a Superintendent’s Forum with gift bags of business cards, new name badges, and colored jellybeans in a commemorative glass jar for all educators, as well as a roll out of the Brand Identity Guide, the new logo, and the new concept. The new logo incorporates a three-color triangle for each of the three counties we serve. The design is named the “ascending arrow,” which connotes our forward-moving, progressive, uplifting approach to education. Additionally, our students and our communities know us as Tri County Tech, so we officially shortened our name from Tri County Technology Center and added a new tagline to several versions of our logo: Enrich Your Life.

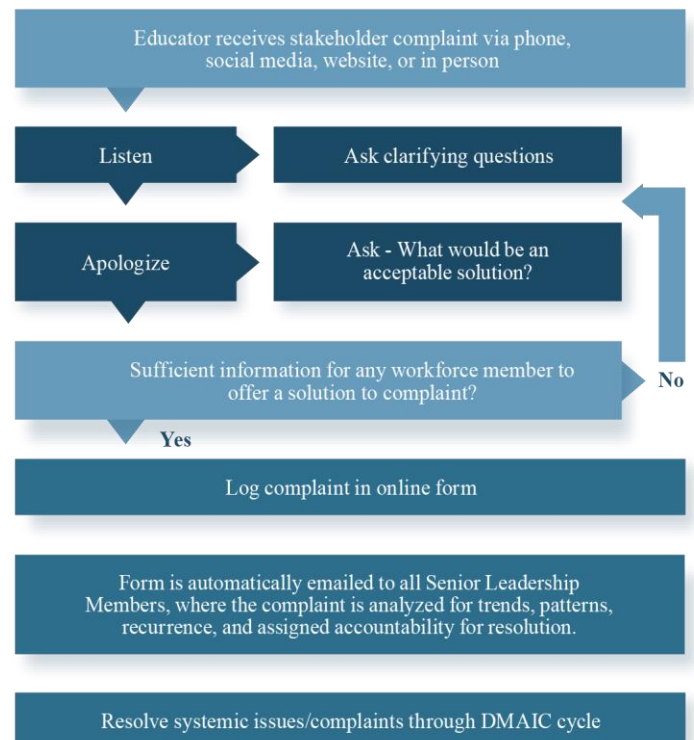
3.2b (2) Complaint Management

TCT manages student and other customer complaints using our Complaints Management Process (Figure 3.2-2). **Complaints and dissatisfaction are received from several sources, including direct student contact either in person or by phone, NPS Survey comments, Social Media, and our Website (Figures 7.2-7, 7.2-13, and 7.2-14).** Two types of student complaints - suspension appeal and attendance dismissal appeal - have policy processes detailed in the Student Handbook that existed before the more universal process was created in FY15. Complaints from social media are addressed usually within a few

hours, and every effort is made to deal with the issue within 24 hours. Complaints made face-to-face or by phone are either handled immediately or directed to the appropriate member of LT so that an acceptable solution can be reached. The complainant is assured that we have the student’s best interest in mind, enabling us to recover confidence, enhance satisfaction and engagement, and avoid similar future complaints by following policies and procedures consistently. In FY16, we created a new Customer Service Specialist position. This position allowed us to expand our capabilities for complaint management. Our intent is to resolve issues so that each student is satisfied with our responses. All complaints are formally reviewed annually at the summer LT retreat.

The Process Owners for Complaint Management are our Chief Instructional Officer and Senior Director of Economic Development. Annually they lead the DMAIC performance improvement system for Complaint Management to determine if potential improvements can be implemented. In FY18, they determined that oftentimes the TCT Workforce Member receiving the complaint was unsure whether or not to complete the complaint documentation process. Student complaints could vary from “cold French fries being served in Culinary Arts” to “the American flag being missing from the front of our school.” This lack of documentation reduced our ability to enhance satisfaction and avoid similar complaints in the future. The Process Owners developed a Complaint Severity Scale based on the Workforce Member’s initial determination of severity of the complaint. The Complaint Severity Scale will improve the measurement system for complaints increasing satisfaction of our students.

Figure 3.2-2 Complaint Management Process






4.1 Measurement, Analysis, & Improvement of Organizational Performance

4.1a Performance Measurement

4.1a (1) Performance Measures

TCT's most important data and information related to daily operations and overall organizational performance are tracked by the TCT Office of Quality. Data and information are migrated from various applications and housed in a central location for Office of Quality processing. These data and information are then used to create custom dashboards for individual end users. As a result of multiple cycles of learning , TCT has rapidly innovated the methods used to track and report critical data and information. Prior to FY16, data and information were tracked by a multitude of individuals with little standardization. Since then OQO has consolidated data ownership, standardized data handling methods, and taken responsibility for data and information reporting.

Selecting organizational performance measures is a primary focus of LT's summer retreat. Organizational measures are selected based on their alignment with TCT's MVV, their validity, ability to compare to others, and their importance to continued organizational success. Work Group level measures are selected based on the same criterion but through ongoing collaboration between individual work groups and the Office of Quality. Formal selection of Work Group measures is completed in the Fall through the finalization of Work Group Action Plans.

Data collection of organizational and Work Group measures is accomplished through the use of several systems detailed in Figure 4.1-1. **Reporting systems, including Tableau, Halogen, and Google Sheets, are used to align and integrate data for use in tracking daily operations and overall organizational performance.** Directors and critical front line personnel have access to real time dashboards. Reporting functionality is built into dashboards when requested so that supervisors can easily send updated reports to workforce members who do not need real time or continuous access to data. Some Work Groups have need to monitor data, but not analyze. In these cases, data and information from Google Sheets is presented on an internal Google Sites page. Finally, certain public data and information is made available on the TCT website in various formats.

The Office of Quality and Work Group directors are responsible for tracking and reporting progress on strategic objectives and action plans. The Office of Quality tracks performance on organizational key performance measures. Progress is reported in real time through dashboards. Work Group directors are responsible for tracking and updating the progress of their Work Group goals monthly in Halogen. Key operational performance measures are specified annually in TCT's Annual Operational Plan and Vision 2020. These measures, which include short and longer-term financial measures, are tracked at varying intervals ranging from continuously to weekly to once a month for budget measures. The Office of Quality updates and reviews operational performance measures weekly. These measures are reviewed with LT monthly and with the BOE quarterly.

4.1a (2) Comparative Data

TCT strives to select the best possible comparative data and information to gauge organizational performance levels. **Comparative measures are considered based on their similarity to TCT measures, their precision, sector, breadth, and establishment of a world class standard.** Preference is given to comparative measures that measure exactly the same quantities and report precise levels of performance. When possible, TCT endeavors to find comparative data that are both inside and outside of the education sector and both statewide and national. Many times multiple measures are used to compare to, and even our best comparative measure sources are not complete. One of our best comparative data sources is the Great Place to Work workforce survey. The comparative data provided in the report is from an identical survey to the one we administer, reports benchmarks at the 90th and 95th Percentile, and provides a national perspective. Even so we are not able to benchmark both inside and outside of sector. When possible, comparative data is also collected from past Baldrige award winners to provide a world class standard.

4.1a (3) Student and Other Customer Data

Voice of the Customer and market data are selected by the appropriate Work Group directors and the Office of Quality as part of the annual process champion review, WGPOE process, and/or the establishment of Work Group goals. Voice of the Customer data and information are evaluated annually by the Voice of the Customer Process Champion team. Market data and information are selected by our Marketing department. In both cases, measures and information are selected based on their ability to provide actionable and valid information that will support fact-based decision making that improves TCT's student focused culture. Every customer serving Work Group at TCT tracks comments and performance on customer satisfaction and engagement performance measures, included in Figure 4.1-1, as part of the completion of their Work Group goals. Each Work Group that serves external customers monitors customer comments daily and responds when appropriate to satisfy customers that report a sub optimal experience. Review of current process and measurement, as well as possible future improvements is discussed annually in WGPOE meetings.

4.1a (4) Measurement Agility

Possible external change is monitored primarily by our Superintendent / CEO. He maintains a focused effort to develop relationships with members of the Oklahoma State Legislature and the Governor's Office. Through purposeful relationship building and being aware of external information, TCT's SLT is aware of external changes affecting the organization as quickly as possible as partially discussed in 1.2b (1). **For example, when our Superintendent / CEO realized impending cuts to state funding, a new key performance measure was introduced (local controllable revenue) to protect TCT's financial health.** Internal measurement agility is also responsive to current and potential future realities. For example, when an organizational or Work Group level performance measure's improvement doesn't drive an anticipated outcome, measure prioritization and/or selection is adjusted in the next cycle.



Figure 4.1-1 Key Organizational and Work Group Measures Tracked, Collection Methods, & Frequency of Tracking

Measure	Analysis Method	Collection Means	Frequency	Results
Student Success Measures	Examine Historical Trends, Compare to ODCTE and Nationally, Analyze by Program and Student Characteristics	Google Sites and ODCTE Online Student Completion/Follow-Up Report	Continuous	7.1-1 – 7.1-12
FT Student Satisfaction / Dissatisfaction / Engagement	Examine Historical Trends, Compare to Baldrige Winners, Analyze by Program and Student Characteristics	Google Forms	Semi-Annually	7.2-1 – 7.2-7
Internal Customer Satisfaction / Dissatisfaction	Examine Historical Trends, Compare Nationally, Analyze by Work Group	Get Feedback	Annually	7.2-8 – 7.2-10
Other Customer Satisfaction / Engagement	Examine Historical Trends, Compare to Baldrige Winners, Analyze by Customer Segment, Instructor and Class Characteristics	Get Feedback	Continuous	7.2-13
Engagement Through Social Media	Examine Historical Trends	Google Analytics, Woo Commerce	Continuous	7.2-14
Workforce Satisfaction / Engagement	Examine Historical Trends, Compare to Other Organizations, Analyze by Workforce Characteristics	Great Place to Work Survey	Annually	7.3-11-7.3-19
Graduate Licensure/ Certification	Examine TCT Performance Trends against KPM, Compare Segmented Program Performance	Google Sites and Achademix	Continuous	7.4-18
Workforce Community Service	Examine TCT Performance Trends against KPM, Compare to GPTW	Google Sites and Halogen	Continuous	7.4-15
Budget Spent on Classroom Support	Examine TCT Performance Trends against KPM	Trends Accounting System	Daily	7.4-18
Total Customers	Examine TCT Performance Trends against KPM	Google Sites and Achademix	Continuous	7.5-9
Fund Balance	Examine Amount Required to Have Sufficient Cash Flow	Trends Accounting Software System and Google Sites	Continuous	7.5-3
WF Retention Rate	Examine TCT Performance Trends against KPM, Compare to Top 5 GPTW 2015 Small Company Performance	Google Sites	Continuous	7.4-18
Workforce PD	Examine TCT Performance Trends against KPM	Google Sites	Continuous	7.4-18
WF National Licensure / Certification	Examine TCT Performance Trends against KPM and Vision 2020 Goal	Google Sites and Halogen	Continuous	7.4-18
WF Bachelor’s Degree or Higher	Examine TCT Performance Trends against KPM and Vision 2020 Goal	Google Sites	Continuous	7.3-1
Financial Data	Microsoft Excel	Trends		7.5-1 – 7.5-8

Figure 4.1-2 Performance Review, Analysis, & Frequency

Review Venue	Purpose	Analysis or Review Performed	Frequency
LT Retreats	LT analyzes performance measure performance and capability to inform creation of the Annual Operating Plan	Performance Measure Review	Annually
State of the School Address	Superintendent/CEO presents the performance analysis and Operational Plan to all workforce members. Engages TCT Educators to achieve strategic objectives.	Operational Plan Review	Annually
BOE Meeting	The Deputy Superintendent/Chief Quality Officer presents the proposed Operational Plan and reviews the plan alongside the previous FY OP results	Operational Plan Approval	Annually
Custom End User Dashboards	Critical LT and front-line staff have access to custom dashboards that provide either real time reporting of performance measures or reporting with drill down capabilities for deeper analysis	Performance Measure Monitoring	Ongoing
BOE Meeting	The Deputy Superintendent/Chief Quality Officer formally reviews KPM progress highlighting changing organizational challenges and success	KPM Progress Review	Monthly
LT Team Meeting	SLT formally reviews KPM progress highlighting changing organizational challenges and success. LT Members share WAP progress.	KPM Progress and WAP Review Midcourse Adjustments or Interventions	Monthly
All Educator Superintendent’s Forum	This luncheon includes a presentation communicating our performance analysis comparing measures to data collected. Workforce members who are unable to attend the monthly Forum can watch via YouTube at a convenient time	KPM Progress Review and Intervention, if Required	Monthly
Individual Work Group Meetings	Each Work Group Director holds a monthly meeting to review overall WAP progress, potential adjustments strategy needed, and to discuss their impact and strategy to achieve the organizational KPMs.	KPM Progress Review, WAP review, and Intervention, if Required	Minimum Monthly
SLT Individual Meeting with Superintendent/CEO	SLT each hold individual weekly meetings with the Superintendent. They alert him if measurement trends are not what was anticipated. The review process allows action plan changes to be implemented quickly	KPM Progress Review, WAP Review, and Intervention if Required	Weekly
Work Group Directors	Each SLT conducts a meeting with their Directors and Coordinators to review organizational KPMs and WAPs measured against goals	KPM Progress Review, WAP Review, and Intervention if Required	Weekly
Supervisors, Superintendent/CEO, SLT, and LT	Each supervisor conducts an individual performance review meeting evaluating both IAPs and PAs	WAP, IAP, PA Review with Intervention, if Required	Semi-Annually
All Workforce Members	Workforce have individual conversations with each other and supervisors regarding measures, status of achievement, and support required to achieve measures.	KPM, WAP, IAP, and PA Review with Intervention, if Required	Continuous



4.1 Performance Analysis and Review

4.1b Performance Analysis and Review

TCT analyzes and reviews organizational performance and capabilities at many times throughout the year as reflected in Figure 4.1-2. Comparative data is reviewed annually and used to set relevant Key Performance measure goals. Customer data measures are generally key performance measures or Work Group measures whose success or failure determine performance pay calculation. Analysis of key performance measures and other Work Group related measures is conducted through the use of Tableau dashboards. Tableau dashboards have drill down capabilities, comparison data, and historical performance of measures, to empower users to explore performance across variables and time. This gives the end user the ability to uncover areas of exceptional performance and those where an intervention may need to be considered. These methods of analysis are available for all performance measures including customer satisfaction, student success, and financial health. All Work Group goals are also updated and reported in Halogen. Having the tools for data analysis in the hands of LT allows for organizational agility as there is no lag between data collection and analysis. The BOE reviews organizational performance on key performance measures quarterly.

4.1c Performance Improvement

4.1c (1) Future Performance



Projection of future performance of performance measures is addressed at the summer LT retreat. Considerations for projection include historical rate of growth of the performance measure, growth potential, changes in the allocation of organizational resources, and any changes in organizational priorities. When applicable, performance measure projection is tied to comparative or competitive data. Each SLT, in collaboration with the CQO, is responsible for using performance review findings to project future performance for the measures aligned with their core competency. TCT has worked to align organizational performance measurement with action planning. Work Group goals are aligned with organizational goals. If TCT stipulates a performance projection for an organizational performance measure, the related Work Group goals associated with that performance measure will reflect the organizational performance goal. Simply stated, if there is indeed a discrepancy between an organizational performance measure projection and a potential Work Group goal, the organizational projection takes precedence and the Work Group goal is adjusted to reflect it.

4.1c (2) Continuous Improvement and Innovation

Continuous Improvement is accomplished at the Work Group level through access to data analysis tools and the annual WGPOE review. Directors and critical front-line personnel have access to real time data and / or custom dashboards that allow for deeper analysis. These tools provide insight that drive continuous improvement. Annually Work Groups prepare for and attend a WGPOE meeting with Office of Quality staff. During the preparation for this meeting, electronic documentation is shared among directors asking for details of their Work Group's improvement efforts from the previous year. This document exposes all directors to the best

improvements of all Work Groups. During the WGPOE, Office of Quality personnel engage in detailed dialogue concerning possible effectiveness and efficiency improvements and appropriateness of current performance measures. This promotes continuous improvement for the Work Group.

Innovation opportunities are deployed to our workforce using our Leadership System Step 7 (Figure 1.1-1). Senior Leadership creates priorities for innovation by targeting educators' ingenuity as a response to goals that may be in jeopardy. Our goals cascade in importance starting with our Major Initiatives aligned with Vision 2020, then annual Operational Plan KPMs, next our WAPs, and finally the IAPs. For example, in FY17, a Major Initiative under Fiscal and Operational Effectiveness was in jeopardy, the state of Oklahoma had its' third consecutive year with a budget shortfall and the second straight revenue failure. A revenue failure is declared when state tax collections fall more than five percent below estimates. As a public tax supported school this meant that yet again revenue that TCT had included receiving in our budget, would not be received. As a mid-course initiative, our Superintendent/CEO challenged educators to innovate and create ways that TCT could generate immediate local revenue. In addition, we also incorporate innovation through the workforce-led Bright Idea (BI) Process. The Bright Idea Process identifies which ideas are intelligent risks for pursuing improve processes, improve organizational effectiveness, generate revenue, or reduce costs (Figure 2.1-2). Vision 2020 includes a goal of having 25 BIs implemented annually. Two examples of game-changing innovation that TCT has implemented include:

- Fiscal and Operational Effectiveness Core Competency –  Free from Federal Funding – We believe that we are the only public school in the nation to decline Federal Funding. We do not receive funding from Pell Grants, Carl Perkins Grants, food subsidies, Temporary Assistance for Needy Families funding, or any other federally funded program or monies. The only exception is that we do accept Veteran's Administration funding for veterans that want to enroll in one of our instruction programs. TCT refusing to accept federal funds while increasing fund balance and locally controllable revenue allowed us to better serve students and improve our bottom line.
- Employee Development and Well-Being –  Performance Pay for all levels of Workforce – Every full-time employee receives an annual bonus based on TCT's overall KPM performance, WAP performance, and their own IAP performance. Performance incentives are unheard of in public education and many of our colleagues said that it would be impossible to implement; we ignored the naysayers. A few schools may have performance incentives for SLT, but we have found none that give an annual monetary performance bonus to every workforce member including bus drivers, maintenance workforce, food service, faculty, administrative support, etc.

Deployment begins with the State of the School Address each August. Alignment with partner schools, partners, and collaborators is accomplished through the listening processes



discussed in 3.1a. The workforce member-led continuous improvement and innovation focused Bright Ideas process, emphasizes meaningful change to improve processes, improve organizational effectiveness, generate revenue, or reduce costs. The BI process is discussed in 2. 1 a. (2).

Major initiatives also represent innovation in practice, capitalizing on projects that are focused on our greatest Vision 2020 priorities for improvement. FY17 Major Initiatives include: earn the Malcolm Baldrige National Quality Award, Local Controllable Revenue of 1,575,000, establish a Nowata Incubator Site, and be recognized as a top place to work in the United States. Other innovation priorities that TCT is currently pursuing align with our key strategic challenges (P2.-4) and include:

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

4.2 Information and Knowledge Management

4.2a Data and Information

4.2a (1) Quality

The Office of Quality and associated data processes ensure the quality of organizational data and information. TCT uses multiple applications to capture performance measure data at its source. **The quality of organizational data is the responsibility of the Office of Quality. When possible, the Office of Quality uses Google Sheets and/or Tableau to generate an automatic data migration from primary sources.** This is optimal because it ensures the quality of the data being delivered to our performance management system. When a dynamic connection between source data and the performance management system is not possible, Office of Quality personnel schedule data migrations to meet the demands of the end user. The maximum window for a data migration is one week with the exception of financial reporting data that is updated once a month. The Office of Quality ensures the quality of organizational data by auditing the data as it migrates and then warehousing data in a single file. Performance management data is loaded into Tableau dashboards and then tested to ensure quality and validity. This single file then becomes the official report for performance measurement. By maintaining high standards of data integrity, maintaining a single source of data with as few human hands involved as possible, and implementing processes to automate data transfer, TCT’s Office of Quality delivers accurate, valid, reliable data to our end users.

4.2a (2) Availability

Dashboards built with Tableau and other software where appropriate ensure the availability of organizational data and information to end users. **Tableau and other dashboards built by the Office of Quality for workforce use make data available in real time to the people who need it.** Tableau provides a very intuitive and user-friendly interface that allows directors to access current values of performance

measures, drill down functionality to perform custom analysis, and functionality to export and send those they supervise relevant reports. Because the Office of Quality develops a dynamic connection to source data or schedules weekly data migrations, data is delivered in a timely manner. Data that needs to be shared publicly or with partners is housed in Tableau Public dashboards on the TCT website or in PDF reports that are downloadable. For information technology other than performance measure reporting, TCT’s Technology Work Group provides support and training to workforce members to ensure systems are user friendly and personnel are provided the training they need.

4.2b Organizational Knowledge

4.2b (1) Knowledge Management

Both Work Group directors and the Office of Quality work to collect and transfer organizational knowledge. Many efficiency and effectiveness improvements are made at the work group level. Work Group directors are empowered to make adjustments to their internal processes to improve efficiencies. Many recent improvements have come from the use of automation and the elimination of data entry or double entry. This knowledge is informally shared amongst work group members who find ways to integrate the improvement into their own work. **The bulk of knowledge management comes through the work of the Office of Quality. By working inter-departmentally, the Office of Quality provides a single touch point or catalog of organizational knowledge, able to apply the improvements of one work group to all.** Some of this work occurs throughout the year as Office of Quality personnel help work groups set up reporting measures, automate surveys, or reduce data entry. The majority of the guidance occurs during the annual WGPOE meetings, though. By discussing possible areas of inefficiency, the Office of Quality is able to guide work group directors to more effective and efficient methods. The Office of Quality also works with work groups to determine possible areas of improvement and then utilizing the Lean Six Sigma DMAIC model works toward efficiency and effectiveness improvements. The Office of Quality also works to blend and correlate data to build new knowledge. Using Tableau, Office of Quality personnel consider multiple Work Group measures to generate an overall picture of effectiveness. Where an opportunity for improvement becomes apparent, Office of Quality personnel work to resolve issues.

4.2b (2) Best Practices

Internal best practices are annually reported through the WGPOE. Work Group directors are asked to submit several improvements their Work Group implemented in the previous year in a shared spreadsheet document. Directors then read the best practices of other Work Groups and consider if they have any relevance to their Work Group’s processes. **After the WGPOE, Office of Quality personnel identify best practices based on overall utility for other Work Groups, elimination of waste (time, money, error), and / or improved precision measurement.** The Office of Quality champions best practices and works collaboratively with directors and critical front-line staff to implement them. In general, high performing work groups are identified through

assessment on the multiple measures available and performance on Work Group goals where appropriate. Best practices are shared through interdepartmental work and the WGPOE.

External best practice sharing is accomplished through the outreach TCT personnel conduct on an ongoing basis. TCT’s Superintendent / CEO has shared best practices recently at the national Baldrige Quest conference, the national Great Place to Work conference, and a regional Leadership and Reputation Academy. TCT’s Superintendent / CEO also shares leadership best practices weekly on Facebook Live. Educators other than our Superintendent / CEO also routinely share best practices externally. TCT educators have recently spoken at a regional Human Resources conference, hosted a statewide Instructional Leaders conference, and spoken at local Women in Business lunches among many other opportunities for external best practice sharing.


4.2b (3) Organizational Learning

TCT embeds learning in our organization through the use of the DMAIC model. Even without formally applying the DMAIC model, TCT educators are exceptional at improving effectiveness and efficiency in their daily work. The formal method of embedding learning in our organization, though, lies in the use of the DMAIC model. During every WGPOE meeting the Chief Quality Officer identifies a possible area of improvement. Work Group directors then are asked to apply the DMAIC model with their workforce on an area of possible improvement. Directors are routinely challenged to apply the DMAIC model to key work processes of the organization and then model that same process with their staff on a departmental issue. Because the Office of Quality works interdepartmentally to improve work group effectiveness and efficiency, knowledge gained in one group can be transmitted to another. The annual WGPOE meeting is another time when learning is shared between groups through the use of a cycles of learning shared Google Sheet.

5.1 Workforce Environment

5.1a Workforce Capability and Capacity

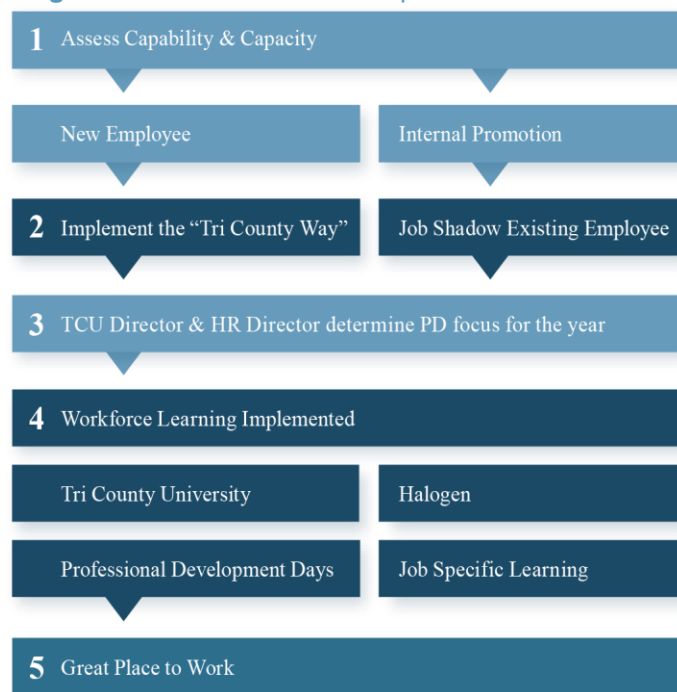
5.1a (1) Capability and Capacity

Figure 5.1-1 illustrates TCT’s system for Workforce Development, Step 1 is Assessing Workforce Capability and Capacity. The Process Owner for Workforce Environment is our Director of Human Resources. Annually she leads the DMAIC performance improvement system to determine if potential improvements can be implemented. In FY18 through a cycle of learning , the Workforce Development Process was improved to change the responsibility of determining the annual PD Committee focus. The Tri County University Director and HR Director now determine the PD committee focus. In prior years, SLT was charged with this responsibility.

One of our values is being a Great Place to Work, which reinforces the importance of hiring the right people for the right jobs. Our formal budgeting process is aligned with our capability and capacity processes and is a component of the

WGPOE detailed in 2.2a (1) Action Plans. Work Group directors assess capability and capacity and make recommendations for additional workforce and promotions. Salary increases are earned as part of the PA process, earning of advanced degrees, and the earning of a national certification or license related to job responsibilities (Figure 7.4-18). **Workforce members’ salaries and benefits are our largest expenditure, and adding new workforce is scrutinized closely. Following our systematic process, the CFO, Director of Human Resources, and Deputy Superintendent/CQO assess the input from the WGPOE process to review directors’ recommendations.** When a workforce need has been identified, efforts are made to consider integrating the responsibilities into an existing position whenever possible. Through our Superintendent/CEO’s leadership, TCT strives to have “fewer, better jobs.” This philosophy has served us well during a time of unprecedented state funding shortfalls. After recommendations are analyzed, decisions are made while considering the overall school budget. If a new position is approved, the Director of HR takes over the process and the hiring process is initiated.

Figure 5.1-1 Workforce Development Process




Evaluating skills, competencies, certifications, and staffing requirements is determined by the affected Work Group director in collaboration with the Director of Human Resources. Ensuring the TCT faculty and workforce are appropriately certified or licensed is an integral part of the hiring process beginning with the job description itself. TCT utilizes the HRIS Halogen for applicant tracking, which allows us to focus on finding the right people. All TCT job descriptions list the required education, certifications, and licensures needed to fill the open position. Applicable certifications must match specific jobs, and viable candidates

for open positions must possess the required certification. Education transcripts and proof of licensure are collected and kept on file for each workforce member. TCT also receives an annual visit from the Oklahoma SDE Accreditation Officer each spring who reviews faculty licensing and certification records for compliance.

5.1a (2) New Workforce Members


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

Just as hiring and finding the new employee is intentional, so too is integrating her/him into the TCT culture – the “Tri County Way.” Upon joining the TCT family, the new employee spends a few hours as a student of Tri County University (TCU), a result of an FY15 cycle of learning , where they gain insight into the Tri County Way. This online course is intended to give a broad overview of the TCT culture as articulated through our organization's rich history, innovative practices, clear vision, guiding values, and strategic aims. Learning modules in Tri County University include: student and community focused, great place to work, continuous improvement, and leadership by all. In addition to TCU, every new employee participates in a New Employee Orientation and Onboarding process. This process includes learning about TCT's culture, Vision, Mission, and Values. TCT begins this process before the new workforce member starts their tenure at TCT through Halogen learning and development modules created by our HR Director. The Director of HR also meets with the new workforce member face-to-face during their first week of employment. New workforce members formally meet with their supervisors two times that year for a performance appraisal, during which the employee learns where they can grow and in what areas they excel. At that time, the new employee can also express any concerns or questions he or she may have regarding the position, Work Group, or the organization.

TCT is committed to creating a culture that values diverse ideas, cultures, and thinking. This is an integral component of creating learning communities and environments where people feel safe, respected, valued, and empowered to reach their full potential. **TCT values the contributions of women to our workforce. With family-friendly policies and promoting women to SLT positions,**

we were honored by Fortune Magazine as being a Great Place to Work for Women. Winning a spot on this prestigious list indicates that TCT has distinguished itself from peers by being a great place to work for women, and as a workplace where women have high representation in the total employee population and in management positions. Additional hiring processes are outlined in TCT's Board of Education Policy Section 6, Page 24. The policy includes requirement for non-discrimination, procedures for advertising open positions, and procedures for hiring certified and support personnel. BOE Policies are reviewed annually and updated according to Oklahoma state laws and improved practices.

5.1a (3) Workforce Change Management


TCT believes in a transparent work environment where change, capability and capacity are continually communicated with the workforce. **TCT's Superintendent/ CEO hosts a Forum in which the SLT address personnel changes, Board meeting updates, financial reports, upcoming events, major initiative updates, and more.** A formal LT meeting is conducted monthly to update directors about any potential workforce changes including retirements, resignations, and terminations. After the meeting, LT deploys learnings from the meeting to their respective Work Groups. In FY18 through cycles of learning , an additional communication channel was added and now all LT Meeting Minutes are directly emailed to all workforce by TCT's Superintendent/CEO following the meeting. This improvement of direct communication increases the speed and clarity of the discussions from LT Meetings. A faculty meeting is held the second Monday of each month for information continuity.

TCT has been astutely cognizant of revenue and expenditures during the tough economic times in Oklahoma. During these times, the Superintendent/ CEO has prepared our workforce for changes in organizational structure and displayed unprecedented transparency concerning funding levels. His expressed commitment to ensuring every workforce members' job remain intact, regardless of the economy has united the workforce to create a balanced budget that continues to focus on instructional excellence and growth of Local Controllable Revenue (LCR - Figure 7.5-4). Local Controllable Revenue is a Tri County Tech innovation and allows us to manage our financial destiny reducing the need for workforce reductions. LCR places the focus on our revenue generating income streams that we can control. For example, as part of our educational programs, we can teach classes for leisure, we can rent our facilities; we can repair automobiles, we can cook meals, we can style hair, we can clean teeth, etc. These revenue generating components of Tri County support our value of being a Great Place to Work.

5.1a (4) Work Accomplishment

Our workforce is organized and managed in Work Groups that are aligned by Key Work Systems and Core Competencies. A Senior Leader manages Work Groups that are aligned with their applicable core competency. For example, our CFO and Director of Operations leads the Fiscal and Operational Effectiveness core competency. The Work

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


The IAP is the system for TCT workforce members to exceed performance expectations and to accomplish our important work of changing lives. The purpose of the IAP is to align individual action plan goals with WAPs, which are aligned with Operational Plan KPMs. The IAP is a component of each workforce member’s performance incentive bonus, which represents actions above and beyond typical daily job expectations. The IAP is developed to exceed performance expectations above the job description. The IAP gives the TCT educator an opportunity to grow and heighten their current skill set, which is an advantage for both the employee as well as the organization. **Every level of the TCT workforce is eligible for a performance incentive monetary bonus based on the results of their IAP.** The IAP completion percentage is tracked in Halogen and is determined by the applicable Work Group director. A workforce member can earn a bonus anywhere from 0 – 100% of their potential. Bonus potentials are designated by a percentage of salary based on employee classification. For example, a SLT’s maximum bonus percentage may be 4.5% of their salary, and a director’s potential may be 4% of their salary. The performance incentive is in addition to any raise that the workforce member may earn. Faculty are given an opportunity to earn a bonus through the Faculty Individual Action Plan. This system is based on quantitative data measuring student achievement and individual teacher performance with the same criteria for every faculty member. **Measures included on the FY18 Faculty IAPs include: Student Retention or Completion, Student Placement after Graduation, Student Industry Certification or ACT WorkKeys CRC Pass Rate, Student Community Leadership Activities, Student Community Service Activities, Program Enrollment vs. Capacity Percentage, and Faculty Professional Development Plan Completed.** Several “bonus points” are available to Faculty for Master’s Degrees, National Board for Professional Teaching Standards Certification, chairing a committee, etc. The innovative Faculty Performance Pay  IAP is virtually unheard of in the education industry and has been shared numerous times at State Meetings, National Conferences, and the Oklahoma State Legislature.

TCT capitalizes on our Core Competencies through our organizational alignment. Core Competencies are a measurable component of our OP allowing us to not only capitalize on our strengths but also incentivize the attainment of Core Competencies through our annual performance bonus. Our workforce reinforces a focus on students and student

learning through our 14 Operational Plan KPMs, which align with each of our four Core Competencies. Seventy-five percent of these KPMs are tied directly to the success of our students. Lastly, our workforce is managed to exceed performance expectations through our Vision 2020 aspirations. Accomplishing all of the Strategic Objectives outlined in Vision 2020 will be the ultimate accomplishment of exceeding performance measures.


5.1b Workforce Climate

5.1b (1) Workplace Environment


Health, security, and accessibility processes fall under the core competency of Fiscal and Operational Effectiveness. Work space conditions related to health and accessibility are closely monitored by the Physical Plant Work Group. TCT’s Board of Education Policy, Section 6, Page 66 outlines health and safety procedures and standard practices, including policies for workers’ compensation. **TCT has an on-site Fitness Center for use by workforce and students free of charge.** The Fitness Center is managed by our Fitness Specialist, who supports our workforce health through fitness assessments, improvement plans, wellness initiatives, external wellness screenings and workforce fitness classes. Periodic inspections allow staff to address environmental factors such as inadequate lighting, ventilation issues or safety matters before they develop to significant concerns. At the request of workforce, or if an immediate concern is identified, air quality sampling and lighting levels are measured and compared against acceptable standards, and local work space temperatures are adjusted to suit the requirements of the activities taking place. Additionally, Physical Plant conducts semi-annual asbestos inspections to ensure the integrity of insulating materials. An evolving asbestos management plan addresses required action steps in the event of an issue. **In addition, through TCT’s strategic partnership with Steelcase, office and classroom furniture is being purchased to provide collaborative open environments designed to meet the needs of a modern workforce. These spaces are being implemented, aligned with the master plan for facilities .**

Experts from accreditation agencies for specific program areas assess the health and safety of these program areas and make specific recommendations to ensure the quality of these spaces. Accessibility of the workplace is ensured through compliance with ADA Accessibility Guidelines (ADAAG). As buildings and spaces are remodeled, areas are brought into compliance with the most current ADAAG, under the direction of licensed architects. Accessible parking, entrances, and restrooms are located throughout the campus; required door opening force is periodically measured, and doors are adjusted to fall within acceptable standards. Lighting levels are monitored to ensure adequate illumination is provided. Bold and visible signage is present, as well as Braille indicators to direct customers and workforce. Emergency strobes are present throughout campus for notification of situations to hearing impaired customers and workforce. The campus is accredited for Civil Rights compliance in these areas through the Oklahoma Department of Career Tech.

Security factors and key measures are illustrated in Figure 6.2-1. Processes in place to ensure preparation for

emergencies are outlined in the Crisis Communication Plan. In FY15, the Crisis Plan was tested by a drill simulating an active shooter on campus. The drill experience included SWAT and law enforcement officers from the community. The experience not only helped TCT be more prepared in the event of an actual crisis but was also a training opportunity for law enforcement. During a cycle of learning after the drill , a BI was submitted regarding the creation of an emergency supply kit. This “Go Kit” contains items that would be required during an extended lockdown situation.

5.1b (2) Workforce Benefits and Policies

Tri County’s workforce is supported via BOE policies, procedures, and benefits listed on the TCT intranet site. **We strive to maintain a benefit package that exceeds the expectations of workforce. Benefits are reviewed annually by the Director of HR using inputs from the Society of Human Resource Management (SHRM), Great Place to Work (GPTW) Assessment, and other internal and external environmental scans.** In FY18 through a cycle of learning , TCT added dental and insurance benefits and a telemedicine option as a result of these inputs. **Additionally, Practical Nursing students under the supervision of their instructors can administer tests for influenza, streptococcus, and ear-infections,** allowing our students to practice a skill while providing a benefit to our work force. Recommendations for benefit updates are made as part of the Human Resource (HR) WGPOE meeting held in March of each year. Workforce members can access any of the BOE policies at any time through the TCT intranet. Policies are reviewed for updates as legislation and situations change. TCT’s law firm and the Office of Quality review all policy changes before presentation to the BOE for approval. A hardcopy BOE policy book is also located in the Superintendent/CEO’s office. TCT procedures are aligned by core competency and are reviewed at least annually or as the need arises. New procedures are approved by SLT and reviewed with LT before becoming official. There are 43 procedures currently posted on the TCT intranet.

Tri County Tech offers numerous benefits for workforce members and tailors benefits for the needs of a diverse workforce and different workforce groups and segments. For example, if you are a working parent, TCT provides one of the greatest benefits there is: discounted childcare at our three-star, NAC and NAEYC-accredited Child Development Center (CDC). Not only voted by the population of Bartlesville, OK, as the best in the city, the CDC cares for educators’ children at half the public price. Educators also have access to their children for nursing or visits during the workday. Another great benefit is that Tri County will reimburse a portion of the cost of approved job-related courses taken at accredited institutions. Educational assistance is available to full-time workforce members on the payroll at the time of course enrollment. Workforce members will be reimbursed up to \$2,500 per year. Participants must meet the minimum requirement of a “C” grade or better upon completion of the course to be reimbursed. Although all full-time workforce members are a part of the Oklahoma Teachers Retirement System paid by TCT, the BOE provides an additional employer-sponsored savings plan to encourage workforce

members to save for the future. The TCT match is dependent upon the availability of funds and is at the discretion of the BOE. In FY18, the amount of potential match is 2.5%. Figure 5.1-2, summarizes TCT’s key workforce services, benefits, & policies.

5.2 Workforce Engagement

5.2a Workforce Engagement and Performance

5.2a (1) Organizational Culture

The distinctive characteristics of TCT’s culture can be summed up in four words, “The Tri County Way,” which is “Who we are, what we do, and how we do it.” Our culture is fostered through open communication, high performance, and workforce engagement. For example, the Superintendent’s Forum engages the TCT workforce in open communication. All workforce members attend the Forum and enjoy free lunch while the Superintendent/CEO and SLT review KPM status, personnel changes, BOE meeting updates, financial status, award Bright Ideas and White Bisons, and have fun. The workforce is empowered by open communication during the Forum by a “What If and Why?” segment led by the Superintendent/CEO. Each workforce member turns in at least one “What If and Why?” question. All of the submitted questions are addressed by the Superintendent/CEO during the Forum. For example, “what if” we built affordable housing and charged a low rent to help our students in need and “why” don’t we allow staff other than leaders to participate in LT Retreat. An additional approach TCT uses to benefit from diverse ideas, cultures, and thinking is through educator involvement in one of our working committees. Workforce members may volunteer to serve on one of five committees – Bright Ideas, Professional Development, Employee Satisfaction, Student-of-the-Month, and Community Relations.

Figure 5.1-2 Workforce Service, Policies, and Benefits

	Support Activity	Segment	Results
Services	Fitness Facility, Dry Cleaning Pick Up/Drop Off, On Site Culinary Services, Services performed by Instructional Programs (Cosmetology, Auto Service, Auto Collision, etc.), Retirement Planning, Wellness Check, and on campus Flu Shot administration	All and BOE	7.3-10
Benefits	TCT Paid Health Insurance or salary in lieu, Reduced Cost Child Care, Paid Life Insurance, Paid defined benefit retirement plan, 403B matching, Reimbursement for College Coursework, Employee Assistance Program, 6 Weeks of Paid Parental Leave	Eligible Workforce Members	7.3-10
Policies	BOE Policies, Faculty Handbook, Workforce Member Processes, Code of Ethics	All	7.4-11

One example of TCT's world class workforce engagement is occurring as we are writing this application. Teacher strikes are happening around the country with public school teacher unrest occurring in West Virginia, Kentucky, Arizona, and Oklahoma. The teacher strike in Oklahoma continues with tens of thousands demonstrating daily at our capital in Oklahoma City, including those that teach at our partner schools. **When news of the potential teacher strike began to surface, our Superintendent/CEO immediately held a Superintendent's Forum to listen and receive feedback from our educators.** The Forums continued over the next days in person, through email, and through our Facebook private workforce page. These two-way communication mechanisms led to the shared decision to keep Tri County Tech open during the Oklahoma teacher strike. We would continue to teach high school and adult students, host events, and facilitate corporate training. To deploy our "business as usual" decision we overcame several obstacles. The most significant was what our workforce would do with their school age children during the strike. Our educators stepped up to the plate and created a plan to teach the children of our workforce each day of the strike. Typically, Tri County Tech serves 10th – 12th grade students. Using many of the activities designed for annual Summer Camp, our teachers planned learning activities in Pre-Engineering, Medicine and Biosciences, Cosmetology, Graphic Communications, and Environmental and Spatial Technology. The younger children worked shoulder to shoulder with our high school students who also continued to attend Tri County during the strike.

5.2a (2) Drivers of Engagement


Key drivers of engagement are derived through analysis of the GPTW survey by HR and OOQ. As a FY18 cycle of learning , TCT hired a GPTW consultant to assist with data analysis and action plan development. The consultant continues this relationship with TCT as we focus on the key drivers of workforce engagement and the drivers for different Work Groups and segments.


Using the Baldrige Excellence Framework definition of workforce engagement, key drivers of engagement are determined. **Key drivers include opportunities for training and career development, effective recognition and reward systems, equal opportunity and fair treatment, and family-friendliness. All questions from the Great Place to Work survey that meet elements of that definition are included in an aggregate workforce engagement index.**

The Employee Satisfaction Survey is distributed annually during the Spring Semester of each year. Survey results are segmented by Work Group and demographic data. At TCT, work is more than just a "job." According to the Great Place to Work Trust Index survey, 92% of TCT's educators feel their work has special meaning, that this is not "just a job." The Superintendent/CEO helps define our greatest purpose with the motto, "If you're not helping a student, help someone who is." Indeed, the students are the reason why our educators do what they do, and our students' successes are why we love what we do. Healthy, happy, and respected employees create and contribute to our thriving organization. Every educator plays a vital role in furthering our vision to inspire success through life changing learning experiences. This

connectedness to the vision is neither contrived nor forced; at Tri County Tech, each educator genuinely cares with every educator striving to be the best for the sake of others.

5.2a (3) Assessment of Engagement

The analysis of the aforementioned Workforce Engagement Index from the GPTW survey (Figure 7.3-18) provides a primary assessment of employee engagement. The index is analyzed for the entire workforce and segmented by all variables reported by GPTW. Through a FY18 cycle of learning , TCT will implement e-NPS to further assess engagement of our workforce.

During FY15 cycles of learning , we moved from the Oklahoma-based Best Places to Work assessment instrument to the nationally benchmarked Great Place to Work (GPTW) Institute assessment. The Employee Satisfaction Survey (ESS) is the major assessment of key elements affecting workforce satisfaction. **The ESS online assessment is administered by the GPTW Institute. GPTW conducts the most extensive employee survey in corporate America. The survey asks questions related to employees' attitudes about their workplace experience.** The program also analyzes responses of a culture audit, which includes detailed questions about pay and benefit programs and a series of open-ended questions about hiring practices, methods of internal communication, training, recognition programs, and diversity efforts. Assessment methods and measures are consistent across Work Group and segments to improve data reliability. GPTW has a highly rigorous methodology reviewing these submissions and scoring them on key practice areas. Using the overall results of the GPTW assessment in FY16, FY17, and FY18, TCT was honored to be recognized as one of the top 100 Small Best Places to Work in the United States. Utilizing a third-party surveyor has been effective in receiving honest feedback from the workforce. After the Human Resources Director receives and reviews the results of the ESS along with the Employee Satisfaction Committee, the information is then shared with the SLT. They discuss any issues that need immediate attention. The Human Resources Director then shares the findings with the LT. At that time, the ESS goes to the ESC that reviews all the results and makes decisions regarding employee-based events for the fiscal year.

Other measures used to assess and improve workforce engagement include Employee Retention (Figure 7.4-18) and Staff Health Indicators (Figure 7.3-5). For example, our Accident, Incident, Theft and Crime reports are analyzed by SLT at their regular meetings. If SLT determines that there is a need for increased safety measures in a particular area, changes will be made, and the safety concern would also be a topic for safety training.

5.2a (4) Performance Management

Performance Appraisals (PA) along with the IAP, are utilized to manage workforce performance to support high performance and workforce engagement. PAs are held a minimum of two times per year with an employee and their immediate supervisor. During the PA process, the employee and supervisor complete a self-evaluation which includes a review of the areas in which they might need improvement and areas where they excel. The PA was created to serve as a

learning tool and employee development mechanism. Halogen provides coaching tips for supervisors and captures all PA related data. **Unlike most government agencies and education institutions where raises are based on longevity, TCT uses the PA score as the basis for employee compensation and annual raises.** This innovative practice is unheard of in public education institutions. Education organizations typically give step raises annually based on years of service that is not dependent on performance.

Reward, recognition, and incentive practices are used to support high performance and workforce engagement through the monetary incentive structure and employee recognition practices. For example, white bison are very rare and are a symbol of strength and unity in the Native American Culture. Much like Tri County's values - which give the strength and unity to TCT - the White Bison award recognition was created. Workforce members nominate their co-workers for the White Bison award when they see them go above and beyond their every day job duties by demonstrating an action reflective of our values. Recipients of the White Bison are acknowledged in the weekly Monday Memo newsletter and at the Superintendent's Forum. An additional reward and incentive practice occurs annually at the May workforce celebration. Workforce members receive Service Awards for longevity and retirement including Wall of Commitment honorees. Wall of Commitment honorees are those workforce members who have served TCT a minimum of 20 years.

Intelligent risk taking to achieve innovation is achieved through our Innovation Management Process (Figure 6.1-3). One source of innovation is TCT's Bright Idea (BI) process. The BI allows all workforce members to make suggestions for the improvement of processes, cost savings or revenue-generating ideas, and for new and innovative initiatives (Figures 7.1-15). Additional innovation involving risk taking occurs at the semi-annual LT Retreats. At these retreats, data are analyzed with action plan discussions to create innovative performance improvements. Focus on students, other customers, and student learning is achieved through our Operational Plan KPMs aligned with workforce compensation and student results.

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

5.2b Workforce and Leader Development

5.2b (1) Learning and Development System

Figure 5.1-1 illustrates TCT's system for Workforce Development that includes the learning and development system. TCT systematically identifies a Learning and Development System supported by Professional Development (PD) goals created by all employees during the IAP development process. The Work Group director determines opportunities for both Work Group and individual

professional development. TCT's Learning and Development System also supports the organization's needs and the personal development of our workforce. In addition to meeting the requirements of their professional development plan, the faculty is required by BOE policy to complete 20 hours of technical update training each school year. The update training is designed to enhance classroom or lab instruction. Technical update training allows faculty to keep current with the leading-edge technologies and techniques.



The Learning and Development System that supports organizational performance improvement, change, and innovation begins each August when the Superintendent/CEO hosts a breakfast and State of the School Address for all workforce members. The address includes an overview of Vision 2020 progress, strategic challenges, Core Competencies, and priorities for continuous improvement and innovation that drive the organization. KPMs for our OP that were developed through the strategic planning process summer retreat are also outlined for the workforce. This inspiring presentation is the catalyst for annual IAP development leading to innovative and inspirational professional development.

Ethics and ethical business practices are supported by a written Code of Ethics which includes seven behavioral questions that promote legal and ethical behavior. The Code of Ethics is part of TCT's Board of Education Policy, Section 1, Page 7. The Ethics Code includes: student and client success, accountability, conflict of interest, honesty and integrity, communication, professional responsibility, ethical checklist, and a statement indicating the TCT workforce member will obey and support the Constitution and laws of the State of Oklahoma and the United States of America. This code is signed annually and is a part of the new employee onboarding process. Similarly, an Internet Conduct Agreement plus Policies and Procedures are signed upon hire supporting the expectations for ethical practices. To improve focus on students and other customers, six Key Performance Measures are focused on delivering beneficial and relevant instruction (SC1).

Workforce development is personalized to each educator and the personal desires of workforce members are top priority. The Learning and Development System ensures reinforcement of new knowledge and skills on the job. Workforce members are encouraged to attend training that will develop leadership skills aligned with their IAP goals established in collaboration with their supervisor. Pursuing higher education is the ultimate expression of an educator's commitment to leadership growth. For this reason, TCT fully supports and promotes an educator challenging themselves professionally by earning degrees and is committed to sharing some of the tuition costs of that endeavor (Figure 7.3-10). Examples of additional learning opportunities for workforce include: Environmental and Spatial Technology Teacher Training, American Welding Society, John Maxwell Training, Specialty Equipment Market Association for Automotive Services, and Great Place to Work to name a few.

5.2b (2) Learning and Development Effectiveness

Learning and development effectiveness is correlated with KPMs that are aligned with our core competency of

Employee Development and Well-Being. **Four key organizational results are directly correlated with findings from our assessment of workforce engagement: Workforce Retention Rate, Workforce Professional Development, Workforce National Licensure and Certification, and Workforce with Bachelor’s Degree or Higher.** At Tri County, learning and development is mostly autonomous. Education organizations typically plan generic professional development. At Tri County Tech each educator has a personalized professional development plan to meet their individual needs. In addition, in FY16, TCT implemented a new comprehensive HRIS system. Through a cycle of learning , a PIT was formed to research and recommend a HRIS System. Prior to FY16, TCT collected HR data on paper forms and Excel spreadsheets. After analyzing several systems, Halogen was selected as our HRIS. The Halogen HRIS has helped us improve and identify opportunities for improvement in workforce engagement and learning and development offerings directly connecting to our IAPs and PAs. **The Halogen Performance Appraisal (PA) tools helps directors have quick online access to results from self-evaluations, past appraisals, talent profiles, employee IAP goals, and development plans. Halogen connects learning modules to gaps in performance.** The Professional Development (PD) Committee is charged with identifying opportunities for improvement in learning in development offerings. In FY18 through a cycle of learning , TCT added Lynda.com to our Halogen license. Lynda gave us access to thousands of business skills courses that would add to our learning and development offerings. The PD Committee sorted courses into themes that can be made a portion of a workforce members IAP Professional Development Goal.

5.2b (3) Career Progression

TCT manages career progression by encouraging workforce members to attain degrees, licenses, and certifications aligned with their future aspirations. **Career progression and development are also components within our HRIS Halogen, systematically matching employees’ credentials with open positions.** TCT’s Superintendent/CEO and BOE believe succession planning is critical to the long-term success of the organization and support this belief by allowing time off work and reimbursement for advanced certifications and college coursework. TCT reimburses up to \$2,500 per year to assist workforce in paying college tuition leading to a degree (Figure 7.3-10). In addition, during workforce members’ one-on-one meetings with the Superintendent, he specifically asks about their future aspirations so he is aware of their goals and future plans with TCT. This data is used when evaluating an employee’s potential for filling new or vacated positions. All SLT and Directors are expected to hold a minimum of a Master’s degree. A written confidential succession plan is in place that includes the Superintendent/CEO and each SLT alongside those internally who possess the requirements of the position. Annually, the Superintendent/CEO reviews and updates the Succession Plan accordingly and presents it to the BOE.

6.1 Work Processes

6.1a Program, Service, and Process Design

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

Key educational programs and work process requirements are aligned with KPMs and are determined by listening to VOC using a data-driven system tracked in the HRIS Halogen and Tableau. **The first step in determining educational program and service work process requirements is the Work Group Plan of Excellence (WGPOE) meeting.** The WGPOE is a comprehensive review of program and work process requirements. During the WGPOE each Work Group director systematically reflects on their group’s results from the past year, focuses on the future, and discusses what potential actions or resources could create the preferred future. Several electronic documents are collected and discussed during the WGPOE including budget priorities, staffing requests, cycles of learning, including the physical environment, and technology requirements needed to carry out their work.

6.1a (2) Key Work Processes

Figure 6.1-1 illustrates our key work processes, key support processes, process owners, key requirements, and key measures for these work processes. **Key work processes are aligned with key work systems.** Procedures have been developed for many processes using a standardized procedure template. Many procedures align with Board Policies and may have forms associated with them. Owners for each procedure have the responsibility of developing or modifying the procedure. After the procedure is developed or modified, it is then sent to the entire SLT for approval. The new or modified procedure is first communicated at the monthly LT meeting and then deployed to workforce using communication processes in Figure 1.1-3. The template for procedure development and approved procedures are posted on the intranet for all workforce members to reference. Key organization processes are improved and designed using the DMAIC Performance Improvement System discussed more fully in 6.1a (3).

6.1a (3) Design Concepts

TCT’s process for Work Process Improvement is based on the DMAIC model and is illustrated in Figure 6.1-2. Educational programs, services, and work processes are designed using our student, workforce, stakeholder, accreditation agency, and regulation requirements. **These concepts are refined during the Program and Work Group Plan of Excellence Review Processes (POE and WGPOE) and the SPP.** New Education Programs and services are designed using our Decision Making Protocol (DMP). The DMP consists of five questions, the answers to which inform the decision of whether or not to pursue the opportunity. The DMP is more fully discussed in 2.1a (2). The DMP for new education programs includes data from economic forecasting models, population shifts, occupational outlooks, and average potential starting wage.

TCT’s processes for evaluation of key organizational processes and work processes are based on tools adapted from

Lean Six Sigma (LSS). LSS is a combination of two world-class approaches of organizational performance improvement. **The core of Lean Six Sigma lies in the continuous improvement process using the DMAIC (Define, Measure, Analyze, Improve, and Control) method.**

- Define the problem, improvement activity, opportunity for improvement, the project goals, and customer (internal and external) requirements.
- Measure process performance.
- Analyze the process to determine root causes of variation, poor performance (defects).
- Improve process performance by addressing and eliminating the root causes.
- Control the improved process and future process performance.

The Office of Quality (OOQ) provides support including data analysis and tools to support the process. Data analysis is conducted using Tableau and the HRIS Halogen and includes custom end-user dashboards, visual graphing, charting, and spreadsheets that illustrate performance results, trends, and comparisons. **DMAIC aligns with ADLI (Approach, Deployment, Learning, and Integration) which is the criteria Baldrige uses for the holistic assessment of processes (Figure 6.1-2).**

New innovative technology in education program and service excellence has recently begun to be implemented at Tri County Tech. **Through the complete remodel of existing outmoded education program and support service areas, we are creating inspired active learning environments designed to meet the evolving needs of students and educators.** These state of the art agile spaces are designed like no other in our industry. Implementation of the master plan for facilities will continue as resources are designated for smarter active learning spaces.

6.1b Process Management and Improvement

6.1b (1) Process Implementation

Daily process measures have allowed us to rapidly make midcourse adjustments and improve the quality of outcomes and performance of our education program and services. **In-process measures are those that are monitored as the process is occurring (Figure 6.1-1).** After SLT approves an action plan adjustment, adjustments are first shared with LT, and then deployed using multiple communications mechanisms to the workforce, students, and other stakeholders affected. For example, in FY16, early projections indicated that Community Education might not meet its key requirement measure for revenue generation. In a time of unprecedented state budget cuts, our locally controllable income sources became vital to the financial viability of our overall operations. Creating an organization-wide mid-year renewed emphasis on Community Education enrollments and revenue was deployed (Figures 7.5-7 and 7.5-10).

6.1b (2) Support Processes

Key support processes are determined to maintain efficient and effective operations and to provide resources for the workforce in support of high school and adult student success.

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

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



SLT has a systematic process for improving organization and work processes to increase student learning, improve educational programs and performance, enhance Core Competencies, and reduce variability. **Work process improvement is driven by our performance improvement system DMAIC model (Figure 6.1-2).** The CQO and the CFO and Director of Operations are the process owners for improving work processes. When a work process is improved, the process owner first determines what components of the work process require improvement. For example, during the FY15 cycle of learning , it was determined that our Human Resources Management System was antiquated and prevented us from obtaining real-time actionable improvement data. In FY16, a budget priority was the purchasing of a cloud-based Human Resources Information System (HRIS). Next, input was obtained from stakeholders regarding the requirements of the system. Potential systems were researched, looking first at HRIS that MBNQA recipients utilized. A system was selected matching requirements to our budget, and a plan for deployment was created. Process owners evaluate deployment for effectiveness through HRIS utilization and other feedback. Work processes are reviewed annually during the beginning of the budget cycle to determine if they should be completed internally or outsourced. Cost effectiveness, regulatory compliance, skills, resources, and staffing levels are assessed to determine if our workforce should be utilized for these processes or if contract services should be sought. For instance, contract services are used for custodial work due to cost effectiveness and the difficulty in finding workforce members willing to do the work.

Figure 6.1-1 Key Work Systems, Key Work Processes, SLT Process Owner, Key Requirements, & Key Measures

Key Work Systems	Key Process	Process Owner	Process Requirements	Key Measures	In-Process Measure	Results
Customers	Instructional & Learning Excellence	Chief Instructional Officer	Continue to Meet or Exceed Top 5 Career Tech Center State Average	Student Completion/Retention Rate	X	7.1-1-7.1-4
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	Adult Student Average Wages		7.1-9 - 7.1-10
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	High School Continuing Education		7.1-11
			Student Goals Met	Student Satisfaction	X	7.2-1-7.2-6
			Meeting Regulatory Requirements	Mandatory State Program Accreditations		7.4-9
			Exceeding Regulatory Requirements	Voluntary Program Accreditations		7.4-9
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	HS Continuing Education		7.1-11
Key Support Processes						
Workforce	Child Care Services	CFO and Director of Operations	Local Controllable Revenue	Revenue Generated	X	7.5-5
			Workforce Satisfaction	This is a “Great Place to Work”		7.3-17
Customers	Community Education	Chief Instructional Officer	Community Engagement with TCT	Total CE Customer Enrollments	X	7.5-10
			Community Satisfaction with TCT	Net Promoter Score	X	7.2-13
Customers	Student Services	Chief Instructional Officer	Appropriate program/course placement	Local Controllable Revenue	X	7.5-7
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	Student Retention/Completion	X	7.1-1-7.1-4
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	HS Student Continuing Education		7.1-11
			Continue to Meet or Exceed Top 5 Career Tech Center State Average	Adult Student Average Wages		7.1-9-7.1-10
Customers	Event Services	CFO and Director of Operations	Community Engagement with TCT	Total Event Customer Usage (Enrollments)	X	7.5-12
			Community Engagement with TCT	Events and Catering Revenue Generated	X	7.5-6
			Community Satisfaction with TCT	Net Promoter Score	X	7.2-13
Operations	Financial Services	CFO and Director of Operations	Budget Cycle and Planning	Fund Balance		7.5-3
			Fiscal Results Reporting	BOE Meeting Minutes	X	7.4-9
			TCT Financial Aid Accounting	Foundation Student Support	X	7.1-13
			High Ethical Standards	Audit Results		7.4-9
Workforce	Human Resources	Chief Quality Officer	Recruitment and Retention	Workforce Retention Rate	X	7.4-18
Leadership	Marketing and Communications	Senior Director of Business Development	Concise and Timely Deployment of Information	GPTW “Keeps Me Informed”		7.4-1
Operations	Physical Plant	CFO and Director of Operations	Engaging and Safe Learning Environment	Emergency Drills	X	7.1-16
			Timely Response to Requests	Response Cycle Time	X	7.1-14
Customers	Strategy Center	Senior Director of Economic Development	TSC Customer Engagement	Local Controllable Revenue	X	7.5-8
			Strategy Center Utilization	TSC Enrollments	X	7.5-11
			TSC Customer Satisfaction	Net Promoter Score	X	7.2-13
Strategy / Measurement, Analysis, and Knowledge Management	Strategy Development / Implementation	Chief Quality Officer	Long-term Vision 2020 Progress	Vision 2020 Completion		7.4-16

6.1c Supply-Chain Management

TCT has a systematic process for managing our supply chain. **The Director of Operations/CFO and the CIO are the process owners for Supply Chain Management.** When a supplier is selected, first the requirements are determined by listening to the Voice of the Customer, identifying Certification and Compliance Requirements along with cost containment objectives. Then she determines the most appropriate supplier that meets our needs. Due to the specialized nature of our

education service offerings, many of our suppliers are the sole provider of the required product or service. Next, we measure and evaluate suppliers’ performance by analyzing costs and whether requirements were satisfied. Improvement feedback is provided to suppliers through Work Group Directors and the Business Office. **TCT utilizes a well-defined competitive bid process for large expenditures to insure fiscal responsibility and ethical guidelines are being followed.** When feasible, poorly performing suppliers are no longer utilized. During FY15 cycles of learning , our CFO instituted an innovative


purchasing solution for our workforce members. A Purchasing Card (PCard) is a type of commercial card that allows TCT to take advantage of the existing credit card infrastructure to make electronic payments for a variety of expenses. Overall, P-Cards streamline the procure-to-pay process, allowing us to procure goods and services in a timely manner, reduce transaction costs, track expenses, and redirect staff in the business office.

Figure 6.1-2 Work Process Improvement DMAIC Overview

Phase	ADLI Alignment	Primary Activities
Define	Integration	<ul style="list-style-type: none"> Define what Process or Organization Requirement is Being Improved Form the LSS Team How is this process integrated to support our key organization goals? If improvement is in response to an OFI, what is the OFI?
Measure	Approach	<ul style="list-style-type: none"> List or illustrate the Steps of the Process Examine the data measures
Analyze	Approach	<ul style="list-style-type: none"> Lean – Eliminate waste in the process Identify Root Causes VOC Analysis Impact on Operational Plan KPMs Generate Solutions
Improve	Learning	<ul style="list-style-type: none"> List or illustrate steps of improved Process Improvements may need to be presented to SLT Innovation Occurs Here
Control	Deployment	<ul style="list-style-type: none"> Action Plan for Implementation <ul style="list-style-type: none"> Who, When, How? How do we know the new process or solutions are effective? What are the strategies for sustaining improvements?

6.1d Innovation Management

Innovation is pursued through TCT’s systematic Innovation Management System which begins by creating a culture of trust (Figure 6.1-3). **Innovation generation originates from 3 key sources: SPP, BI Process, or from a call to action.** Calls to action are initiated by SLT and are typically announced by the Superintendent/CEO. Discussed in 5.2a (1) for example, our most recent FY18 call to action was announced at an all workforce Superintendent’s Forum and reinforced through a Facebook video post delivered by the Superintendent/CEO. The Superintendent/CEO challenged all workforce to each send him two questions asking “Why” and “What If”. The answers to the workforce’s questions were addressed through Facebook, email, and personally. **Financial and other resources are made available for innovation as part of our SPP.** The LT February Retreat purposefully occurs before the budgeting process begins in April. This timing allows budgeting priorities for innovation to be established.

The Process Owner for Program, Service, and Process Design is our Director of Operations/CFO and the Director of Physical Plant/Technology. Annually they lead the DMAIC performance improvement system to determine if potential improvements can be implemented for their responsibility areas. In FY18 through a cycle of learning , the Innovation Management Process was

improved by identifying 3 types of Lean waste that could be eliminated by using our “Less is More” philosophy. The first type of waste was non-utilized talent. The call to action helped this OFI in 2016 and 2018 when our Superintendent/CEO required every educator to submit at least one innovative idea. The second and third types of waste go hand in hand: waiting and extra-processing. Previously if someone submitted an idea to the committee and the committee had more questions, they would send the idea back to the person for more information. Analyzing our data, they found that the idea may not ever make it back to the committee because the person did not want to have to spend the time putting together more information or they would take so long to return the information the idea would die. The new process for bright ideas is the committee invites the educator who submitted the idea to the next committee meeting so they can give more information in person about their idea and answer any questions. This is improving on the extra-processing and waiting waste we eliminated during the analyzing phase.

Figure 6.1-3 Innovation Management System



6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness

Cost control begins with the budget process in early spring with Work Group members submitting budget requests to the appropriate LT member. Budget meetings are held at the Work Group level to clarify and quantify budget request amounts before submission through the POE and WGPOE and then the CFO. **Work Group directors develop their budgets as part of the WGPOE process.** After all departmental requests are received, the CFO compiles a preliminary draft for SLT to review and compare to projected revenue. The CFO can monitor Budget requests live through interconnected sheets that are shared through the cloud. This open budget sharing expedites the value engineering that may be necessary to keep requests in line with expected revenue. **The Superintendent/CEO, Deputy Superintendent/CQO and CFO then make a final budget to submit to the BOE for approval.** Overall costs are controlled by reviewing the budget with income and expense reports on a monthly basis with the BOE, with the

workforce at monthly Superintendent’s Forums, and with Work Groups as warranted.

Each director is responsible for their Work Group budget, and they each approve any purchases made by the workforce members that they supervise. Cycle time, productivity, efficiency, and effectiveness are incorporated using the software system Trends. **Trends is a school accounting and administrative package composed of Purchase Orders, Requisitions, Checks, Payments, Vendors, Payroll, Financial & Payroll Reporting, Budgeting, Inventory, & Activity Fund.** Before Trends, TCT used a paper purchasing approval system. In addition to the Work Group director, the Superintendent/CEO and the BOE must approve all purchase orders. Preliminary audits are accomplished throughout the year to minimize the negative impact of the official audit and for regulatory compliance. The Business Office completes annual internal audits of live work accounts to ensure a favorable opinion by our outside auditing firm. Outside services for auditors, custodial work, HVAC chiller maintenance, and other services are usually quoted every three years to verify TCT is getting the best value for these services.

6.2b Management of Information Systems

6.2b (1) Reliability

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

6.2b (2) Security and Cybersecurity

TCT ensures the security of sensitive or privileged data and information through access rights, systems security, and cyber security practices. **Access to sensitive or privileged data such as email archives, student and other customer records, employee files, and financial transactions is granted to employees based upon their role in the organization.** Cybersecurity and other data and information security are managed to ensure confidentiality and appropriate access. Access is tiered, granting enough rights as needed to perform each job description. For example, Human Resources records are kept

both in paper form and electronically and are accessible by the HR Work Group and Chief Quality Officer. Electronic data access is granted via username and passwords, and best industry practices are applied to abide by all applicable state and federal laws to maintain security and confidentiality. **Backups, firewalls, antivirus software, web filtering, and restricted physical access support electronic security.** Electronic transactions are logged and reviewed as needed. Industry leaders for off-site vendors are utilized, ensuring best practices for data security and integrity. TCT outsources its data storage, web filtering, and antivirus protection to industry leaders in these areas, leveraging these partners’ Core Competencies. The IT department monitors industry leaders’ message boards to remain apprised of emerging and evolving cybersecurity threats and follows industry recommendations on how to best mitigate against those. Redundant cloud and offsite data storage allows for quick recovery from potential breaches. Strict web filtering, electronic transaction logs, and monitoring protects and notifies IT to potential threats as they emerge.

Figure 6.2-1 Safety Factors and Key Measures

Safety Factor	Key Measure	Results
Accessibility	OSHA Compliance	7.4-9
	IDEA Compliance	
Health	CPR Compliance	7.1-16
	Flu Shots	7.3-5
	Fitness Equipment Usage	7.3-5
Safety	Safety Preparedness Drills	7.1-16
	Resource Officers	
	Comprehensive Crisis Plan	
Security	Security Cameras	7.1-16
	Canine Drug Sweeps	
	Security Drills	

6.2c Safety and Emergency Preparedness

6.2c (1) Safety

To provide a safe operating environment, TCT, in compliance with the NIMS, SDE, and TCT BOE regulations has developed a comprehensive Crisis Management Plan. Safety factors and key measures are included in Figure 6.2-1. **The comprehensive Crisis Management Plan follows the National Incident Management System (NIMS) and details systematic processes including how to address public concerns.** The Process owners for the Plan are the CFO and Director of Operations. This plan establishes systematic procedures to implement for numerous potential crises. The threats facing TCT include natural disasters, infectious diseases, terrorism, and misguided students and adults who commit random acts of violence. In addition, the Physical Plant and Human Resources Work Groups address accident prevention and potential safety hazards through safety audits and training. The Physical Plant Work Group conducts safety audits of areas on campus to ensure safety measures are being practiced for the safety of TCT

workforce members, students, and visitors. If corrective action is necessary (i.e., lighting conditions) a work order is submitted and the issue is corrected. In addition, preventative safety training occurs using our HRIS Halogen. Through Halogen, safety training is assigned aligned with the job description of the workforce member. Safety training is delivered online using videos, quick tips, checklists, and other practical learning tools. In the event an accident or incident occurs, Directors document and Office of Quality monitors it using the Accident/Incident Reporting Form located on the Intranet. After an incident is reported, the CFO and Director of Operations conducts a root-cause analysis of failures and addresses recovery endeavors. The findings of her analysis and recovery are reported to SLT and when needed to LT.

6.2c (2) Organizational Continuity

TCT ensures that our organization is prepared for continuity in the event of disasters or emergencies through emergency preparedness processes including fire, tornado, and intruder drills with students and the workforce. The SLT Process Owner for Emergency Preparedness is the CFO and Director of Operations. Any visitors on campus participate in these drills along with the students and the workforce. Evacuation drills on bus routes are also conducted each semester under SDE guidelines. **TCT is also fully engaged in the NIMS accreditation process with a Crisis Team in place, and all SLT and LT are trained in the appropriate NIMS modules.** A Crisis Team has been trained in NIMS 100, 200, 300, 400, and 700. A Hazardous Mitigation Plan was developed for the school by Flannigan and Associates to identify action steps for disaster prevention. In addition, the Business Office and the Physical Plant director have worked with property insurance representatives to update the physical assets inventory with replacement cost for buildings and contents. Technology systems are continued to be secure and available to serve students, other customers, and organizational needs through outsourcing its data and information storage to industry leaders in cloud storage. Most organizational data are available remotely allowing off-site continuity of operations in the event of local emergency.

7.1 Student Learning and Customer Service Results

7.1a Student Learning Results

State Reporting and Key Performance Measures:

TCT's mission is to provide superior training and our vision is to inspire life changing learning experiences. To measure operational success in achieving our mission, TCT defines and monitors Key Performance Measures (KPM's). Several KPM's measure the success of full-time student learning. Four in particular, completion/retention, placement, adult graduate average wage, and high school continuing education percentage, are reported as part of our annual state follow up reporting providing opportunity for comparison with other technology centers and / or other educational organizations. Each of these measures provide evidence of the success TCT has demonstrated providing local high school and adult students the tools needed to break the cycle of poverty that exists in many of the communities we serve. **Attracting, retaining, graduating and**

ultimately placing students in either college or well-paying jobs is of the utmost importance to TCT.

Completion/Retention Rate:

Completion/retention measures the percentage of students annually who graduate from or continue enrollment in their program at TCT. As a measure, completion/retention quantifies the success full time programs achieve meeting the needs of their students. **TCT is a consistent state leader in completion/retention rate. TCT has delivered the top Oklahoma Career Tech completion/retention rate for full-time students in five of the past seven years.** National comparison data is drawn from the Integrated Postsecondary Education Data System. Provided by the National Center for Education Statistics, this is the most comprehensive source of national post-secondary data available. TCT's completion/retention has ranked in the top quartile nationally for the past seven years. State comparison measures, including state average (ODCTE) and the 90th Percentile, come from Oklahoma Department of Career and Technology Education follow up reporting. Results are reported for the entire organization (7.1-1), segmented by high school and adult students (7.1-2 and 7.1-3), and by program pathway (7.1-4).

Figure 7.1-1 - Completion / Retention

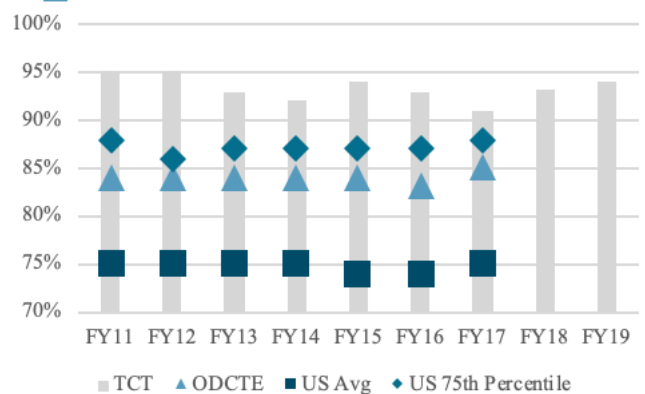


Figure 7.1-2 - Completion / Retention High School

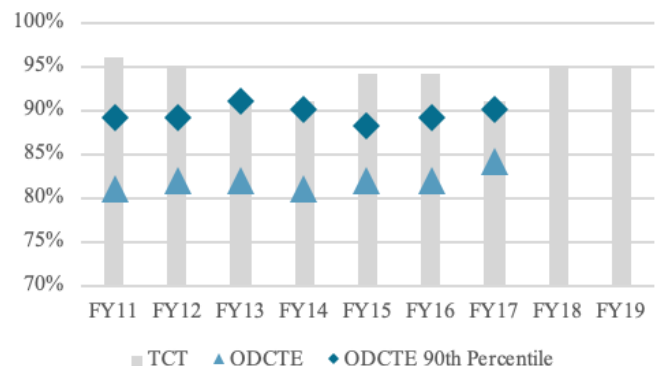


Figure 7.1-3 - Completion / Retention Adult

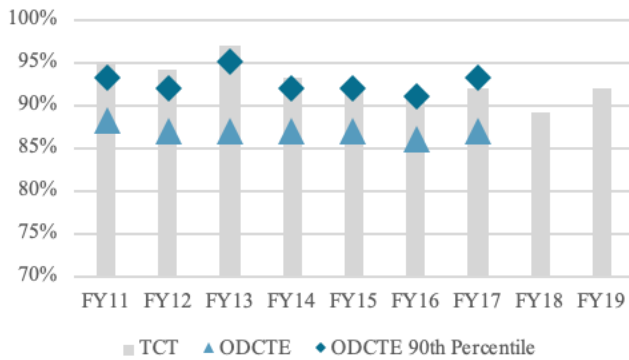


Figure 7.1-4 Completion / Retention by Pathway

Pathway	FY14	FY15	FY16	FY17	FY18
Construction	85%	96%	96%	94%	90%
Printing	94%	96%	100%	89%	97%
General Management	100%	84%	95%	71%	95%
Accounting	80%	90%	90%	100%	80%
Therapeutic Services	97%	89%	98%	94%	97%
Restaurant Food & Beverage	82%	100%	97%	88%	95%
Early Childhood Development	96%	100%	94%	97%	88%
Personal Care Services	98%	98%	100%	96%	88%
Network Systems	97%	100%	96%	97%	97%
Maintenance, Installation & Repair	100%	97%	86%	91%	80%
Production	98%	100%	93%	90%	88%
Marketing	95%	100%	96%	95%	100%
Engineering & Technology	89%	100%	90%	95%	96%
Science & Mathematics	58%	95%	84%	74%	100%
Automotive Collision Repair	100%	93%	96%	96%	100%
Automotive Service	90%	84%	80%	82%	93%

Student Placement Rates:

Another important student learning result (and a TCT KPM) is placement of full-time graduates reported in Figures 7.1-5 through 7.1-8. Placement measures the percentage of graduates employed in jobs directly related to the training they received at TCT or continuing their education after program graduation. **Favorable placement rates confirm the effectiveness of student learning as graduates successfully use their TCT training directly to secure employment or continue schooling.** This measure, as much as any other, provides evidence of TCT’s success providing local high school and adult students the tools they need to break the cycle of poverty that exists in many of our communities. TCT has proven successful at placing its graduates. **TCT’s total student placement rate meets or**

exceeds top decile state comparison in six of the past seven years. Four of those seven years TCT had the highest placement rate in the state. Placement results are reported for all graduates (7.1-5), adult graduates (7.1-6), high school graduates (7.1-7), and by pathway (7.1-8).

Oklahoma comparisons, including Oklahoma Career Tech average (ODCTE) and top decile, come from the annual reporting of follow up data. In Figure 7.1-5 TCT’s overall placement rate is compared to former Baldrige Award winners. Because placement is primarily an adult education success measure, the Baldrige Adult comparison is calculated from the averages of the two most recent Baldrige award winners from the education category that serve adult students.

Figure 7.1-5 - Placement

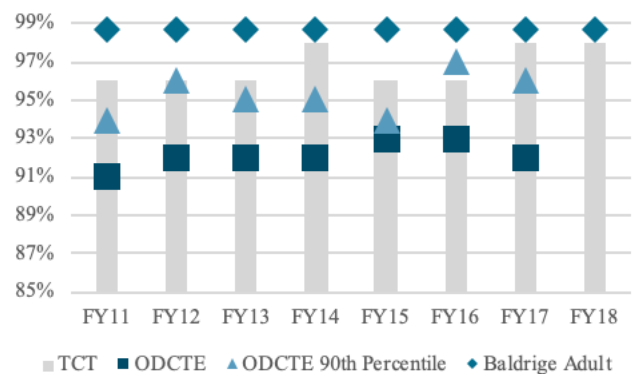
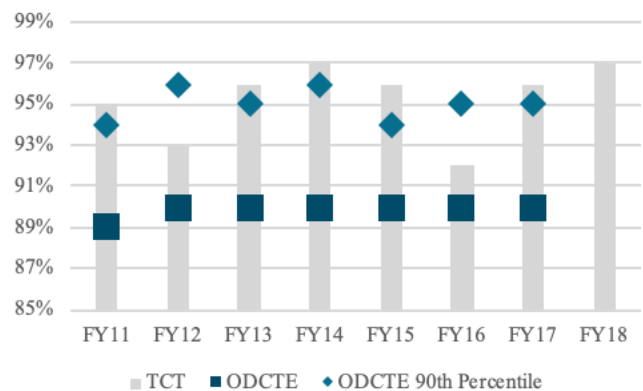


Figure 7.1-6 - Placement Adult



Average Wage:

Another student learning KPM is average adult graduate wage. TCT provides adult students the training they need to obtain employment. Favorable trends in adult graduate average hourly wage confirm the effectiveness of TCT’s training and the extent of student learning. To control for differences in regional wage, Figure 7.1-9 compares the growth rate of TCT adult graduate’s hourly wage against the average growth rate for ODCTE adult graduates, the state of Oklahoma, and the nation. National and state comparison data (US and state median income) are taken from the Bureau of Labor Statistics. Figure 7.1-10 reports adult graduate average hourly wage by pathway.

Figure 7.1-7 - Placement High School

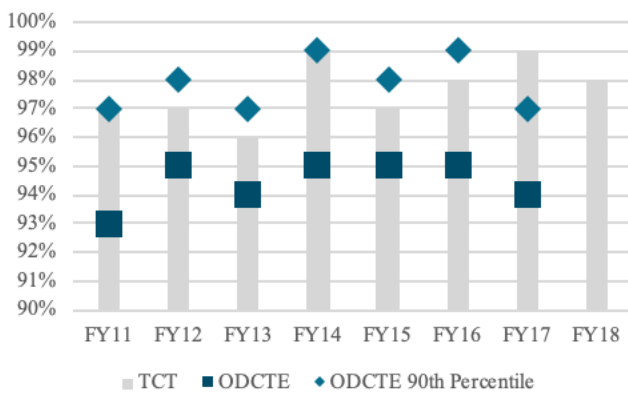


Figure 7.1-8 Placement by Pathway

Pathway	FY14	FY15	FY16	FY17	FY18
Construction	93%	89%	94%	100%	100%
Printing	86%	80%	83%	100%	95%
General Management	100%	79%	92%	100%	86%
Accounting	88%	100%	100%	100%	88%
Therapeutic Services	99%	94%	93%	94%	99%
Restaurant Food & Beverage	100%	94%	100%	91%	86%
Early Childhood Development	92%	92%	80%	91%	94%
Personal Care Services	88%	72%	92%	81%	83%
Network Systems	84%	82%	85%	100%	87%
Maintenance, Installation & Repair	100%	100%	100%	88%	100%
Production	76%	85%	62%	94%	70%
Marketing	100%	100%	100%	100%	100%
Engineering & Technology	91%	100%	100%	100%	100%
Science & Mathematics	100%	100%	100%	100%	100%
Automotive Collision Repair	94%	63%	64%	82%	60%
Automotive Service	74%	61%	71%	58%	58%

Figure 7.1-9 - Adult Average Wage

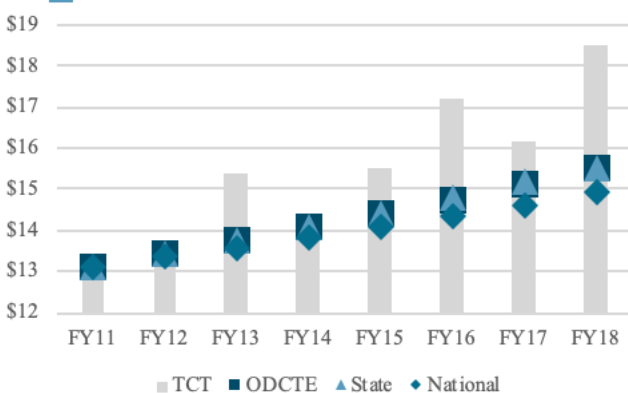


Figure 7.1-10 Adult Average Wage by Pathway

Pathway	FY14	FY15	FY16	FY17	FY18
Construction	\$13.70	\$12.87	\$13.33	\$12.20	\$7.83
Printing	\$10.12	NA	\$19.50	\$7.25	\$7.25
Accounting	\$11.29	\$12.86	\$14.06	\$11.76	\$14.90
Therapeutic Services	\$17.74	\$18.21	\$19.49	\$19.27	\$22.85
Restaurant Food & Beverage	\$7.75	\$10.34	NA	\$8.37	\$9.38
Early Childhood Development	\$9.62	\$9.75	\$8.62	\$10.50	\$7.75
Personal Care Services	\$8.20	\$10.42	\$18.14	\$9.95	\$12.36
Network Systems	\$14.17	\$12.00	\$16.50	NA	NA
Maintenance, Installation & Repair	\$25.07	\$14.30	\$13.30	\$12.50	\$25.00
Production	\$13.30	\$15.51	\$14.00	\$21.56	\$16.25
Automotive Collision Repair	\$8.75	\$8.00	\$8.50	\$10.00	\$20.00
Automotive Service	\$11.25	NA	\$11.06	\$10.00	NA

High School Continuing Education Percentage:

Another student learning Key Performance Measure is the percentage of high school TCT program graduates that choose to continue their education. Historically, technical and vocational education’s mission was to prepare all students for immediate career opportunities. In response to a changing work environment and as the result of a cycle of learning, TCT has redefined its mission regarding high school students. TCT works to provide superior training that will prepare high school program graduates for further training in college or adult technical school. **Sending over 70% of our high school program graduates on to further education is impressive. Even more impressive is that according to the US Census only 21% of the three-county population we serve has a bachelor’s degree. TCT is delivering on its vision to deliver life changing learning experiences while breaking cycles of poverty.** Figures 7.1-11 and 7.1-12 report these levels for TCT. Comparison data is the average of all ODCTE institutions based on follow up reporting.

Foundation Support:

At TCT, our mission is to provide superior training and our vision to deliver life changing learning experiences. **No process contributes to this mission more than the Tri County Technology Center Foundation (TCTF), perhaps our most important source of student support.** Though the TCTF has been in existence for decades, as recently as ten years ago it held a small amount of funds and distributed a small amount of student support. Our Superintendent/CEO identified the TCTF as the vehicle to power a dream. **That dream is that no student is ever turned away from the important training they need at Tri County because of an inability to pay.** TCT has actively worked to increase TCTF balances and annual contributions. As a result, student financial support by the TCTF has increased from minimal levels to over \$200,000 annually. Student assistance is distributed in the form of tuition and scholarships, emergency assistance (gas cards, money for electric bills, etc.), and food for hungry students as discussed in 1.2c (1). Figure 7.1-13 displays the amount of assistance the Foundation has provided TCT students in recent years.

Figure 7.1-11 - High School Continuing Education

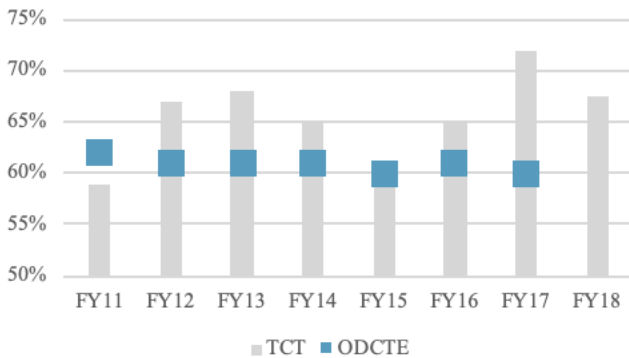


Figure 7.1-13 - Foundation Support

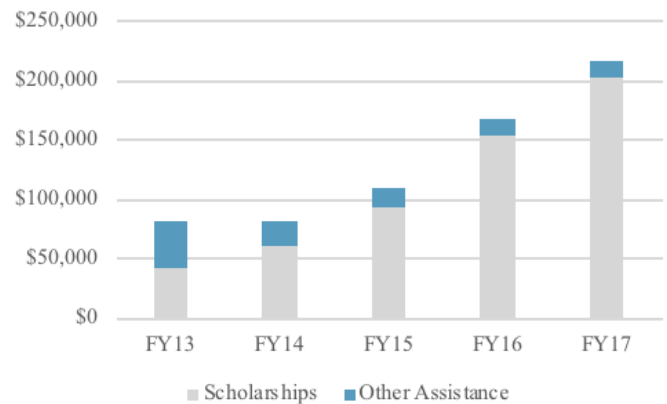


Figure 7.1-12 HS Continuing Education by Pathway

Pathway	FY14	FY15	FY16	FY17	FY18
Construction	50%	20%	50%	100%	80%
Printing	88%	75%	71%	75%	94%
General Management	NA	64%	77%	100%	75%
Therapeutic Services	67%	50%	65%	60%	88%
Restaurant Food & Beverage	38%	11%	53%	59%	33%
Early Childhood Development	45%	9%	15%	38%	67%
Personal Care Services	50%	37%	41%	50%	47%
Network Systems	71%	85%	82%	67%	74%
Maintenance, Installation & Repair	57%	63%	50%	71%	33%
Production	50%	50%	22%	54%	29%
Marketing	100%	93%	93%	100%	100%
Engineering & Technology	85%	98%	100%	100%	97%
Science & Mathematics	100%	100%	100%	100%	100%
Automotive Collision Repair	38%	27%	22%	82%	50%
Automotive Service	44%	19%	50%	63%	33%

7.1b (1) Work Process Effectiveness Results

Performance improvement is deployed across TCT and is not limited to student learning. Process effectiveness results in Category 7 are reported in Figure 6.1-1. In the following section, results for additional important measurements for internal work and support processes are presented.

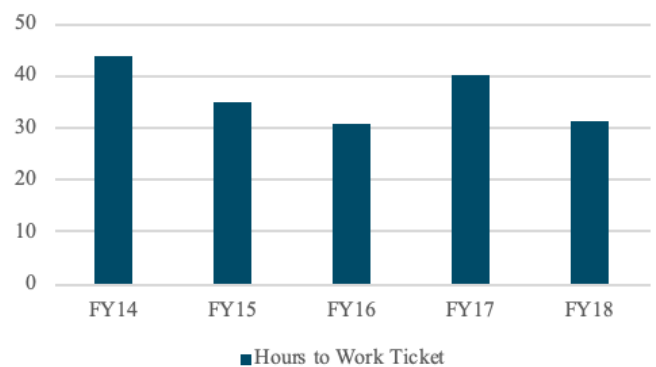
Enrollment and Revenue Effectiveness and Efficiency:

TCT has proven success improving organizational effectiveness and efficiencies. In recent years state educational aid to TCT has been steadily and drastically reduced. TCT’s leadership has maintained level and quality of services throughout the funding crisis by making intentional efficiency improvements. **These improvements include refusing federal funds, focusing on increasing the revenue TCT generates through its local services and enrollments, and intelligent staffing decisions.** These productivity gains can be quantified by evaluating total enrollment and local controllable revenue (LCR) per employee. Those results are reported in Figure 7.3-2.

Physical Plant Effectiveness and Efficiency:

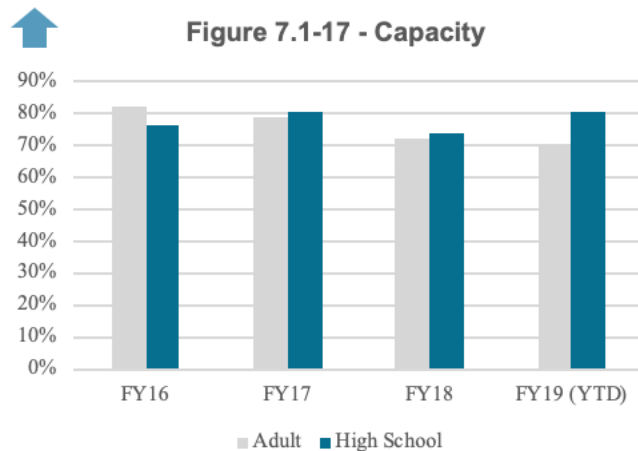
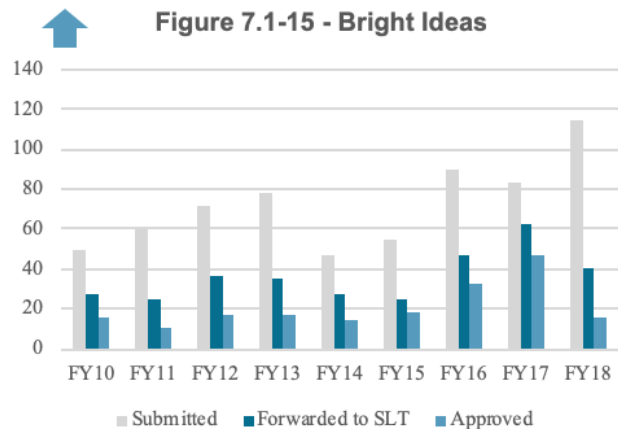
TCT’s Physical Plant and Technology Work Groups are committed to improving effectiveness and efficiency. Ensuring facilities and technology ticket resolutions are effective and efficient are these departments’ contribution to fulfilling our mission of providing superior training. **Multiple cycles of learning have resulted recently in the establishment of three measures to evaluate the effectiveness of both Work Group’s processes: Work Group ticket response time, number of tickets closed per year, and Work Group ticket resolution cycle time.** Physical Plant response time is reported in Figure 7.1-14.

Figure 7.1-14 - Physical Plant response time (hours)



Bright Ideas:

The Bright Ideas (BI) process at TCT has been the vehicle for the school’s most visible process improvements as discussed in 2.1a(2). Workforce members are encouraged to submit ideas to improve process effectiveness or efficiency. The Bright Ideas committee reviews ideas monthly and chooses which to forward to SLT. SLT discusses and selects which BIs to implement. The number of Bright Ideas submitted, forwarded to SLT, and approved are illustrated in Figure 7.1-15.



7.1b (2) Safety and Emergency Preparedness

TCT has improved levels and trends related to emergency preparedness. **This focus includes improving drill time, resource officer coverage on campus, and the number of cameras, security panels, and automated external defibrillators (AED).** Emergency preparedness results are reported in Figure 7.1-16.

7.1c Supply-Chain Management Results

TCT’s two key suppliers are partner schools and TCT’s PCard as discussed in 6.1c. Supply-chain management results related to partner schools include our overall program capacity fill rate. **The more successfully we manage our relationship with partner schools the higher the capacity percentage.** Historical rates for capacity are shown in Figure 7.1-17. TCT’s PCard provides a more efficient method of supply chain management than TCT’s previous process. Figure 7.1-18 reports PCard results.

Figure 7.1-18 Supply Chain Results

	FY15	FY16	FY17	FY18
PCard Expenditures	\$1,028,889	\$1,010,342	\$980,567	\$1,244,994
PCard Revenue	\$10,289	\$10,103	\$9,806	\$12,450

Figure 7.1-16 Safety and Emergency Preparedness

	FY14	FY15	FY16	FY17	FY18
Number of Drills	12	12	12	12	12
Fire Drill Evacuation Time	n/a	2:38	2:54	2:55	2:54
Tornado Drill Secured Time	n/a	2:41	2:31	2:51	2:44
Untimed Intruder Drill	Yes	Yes	Yes	Yes	Yes
Employee CPR Compliance	Met	Met	Met	Met	Met
Employee BBP Compliance	100%	100%	100%	100%	100%
Canine Drug Sweeps	24	24	24	24	24
Resource Officer Coverage	Yes	Yes	Yes	Yes	Yes
Faculty Equipped with Emergency Supply Kit	0%	100%	100%	100%	100%
Number of Security Cameras	2	2	2	8	8
Number of Security Panels	23	23	23	23	21
Classrooms with Emergency Information	100%	100%	100%	100%	100%
Child Abuse Certified Instructors	100%	100%	100%	100%	100%
Safety Committee Audit Conducted	Met	Met	Met	Met	Met
Comprehensive Crisis Plan in Place	Yes	Yes	Yes	Yes	Yes
Electronic Notification System in Place	Yes	Yes	Yes	Yes	Yes

7.2 Customer-Focused Results

7.2a (1) Student & Other Customer Satisfaction and Dissatisfaction

Full-time Student Satisfaction Surveys:

Student satisfaction is of primary importance to TCT’s mission because we are a school of choice. If we aren’t satisfying current students, we could potentially lose future enrollments in our programs. In recent years TCT has focused on improving full-time student satisfaction by focusing on areas of improvement identified through full-time student satisfaction surveys. The results have been impressive. **Overall satisfaction has improved from 89% in FY16 to 93% in FY 18.** TCT derives its benchmark from past Baldrige Education winners. The Baldrige Education cohort is composed of a composite of the past five Baldrige Education award winners that reported student satisfaction on the same scale we use, specifically percent positive. TCT’s student satisfaction results exceed the levels reported on similar student satisfaction measures by the previously defined Baldrige Education group. **By meeting or exceeding student satisfaction levels of past Baldrige winning organizations, TCT demonstrates world class student satisfaction and dissatisfaction results.** Figures 7.2-1 through 7.2-5 display full time student satisfaction levels by question. Figures 7.2-6 and 7.2-7 display satisfaction and dissatisfaction level overall. Results are segmented by adult and high school programs.

Student Dissatisfaction:

TCT is responsive to the concerns of our students and other customers as discussed in 3.1(b) 1. To fulfill our mission of providing superior training, we recognize that we must work to minimize dissatisfaction amongst students. Figure 7.2-7 displays levels of overall student dissatisfaction in full-time programs as reported through full-time student satisfaction surveys. **Much of the analysis of full-time dissatisfaction**

focuses on the open-ended comments students provide. All comments are forwarded to the appropriate personnel to address dissatisfaction. Analysis also includes reviewing dissatisfaction reported on all questions (overall) and on each question individually.

Figure 7.2-1 - Instructor Prepared and Organized

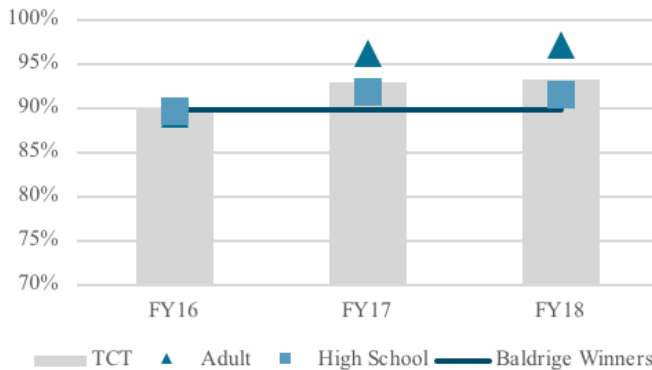
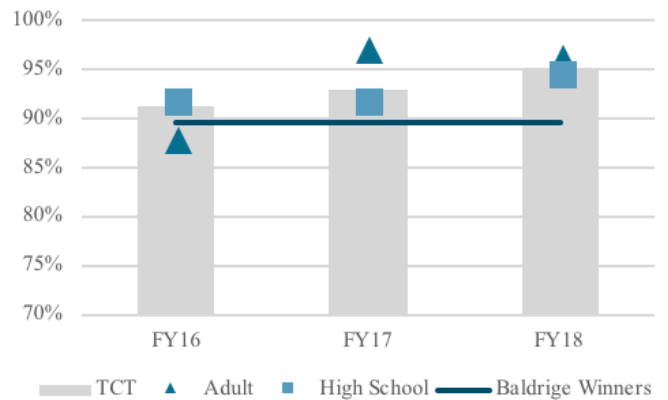


Figure 7.2-4 - Instructor Knowledge



Other Customer Satisfaction / Dissatisfaction:
 TCT's other customer satisfaction and dissatisfaction is measured in ways that differ from our full-time students. **Due to the nature of our interaction with other customers, specifically the shorter duration of contact and the varied types of encounters, TCT primarily monitors satisfaction through analysis of comments provided through customer surveys and segment specific survey satisfaction questions.** These comments and segment specific survey questions are monitored continuously by relevant directors and critical front-line staff.

Figure 7.2-2 - Instructor Communication

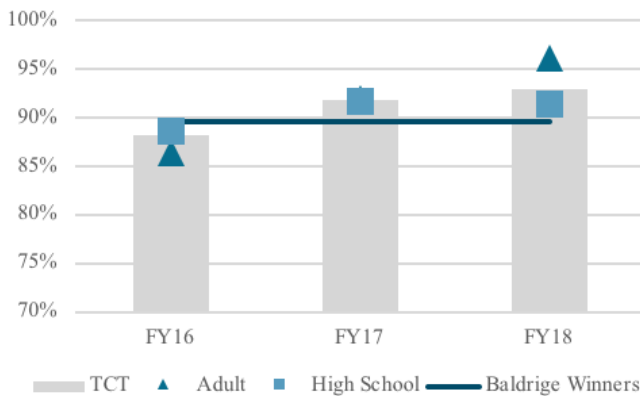


Figure 7.2-5 - I learned the objectives

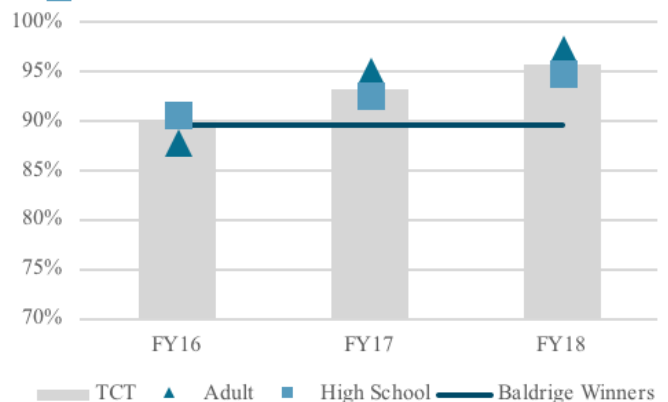


Figure 7.2-3 - Instructor Answered All Questions

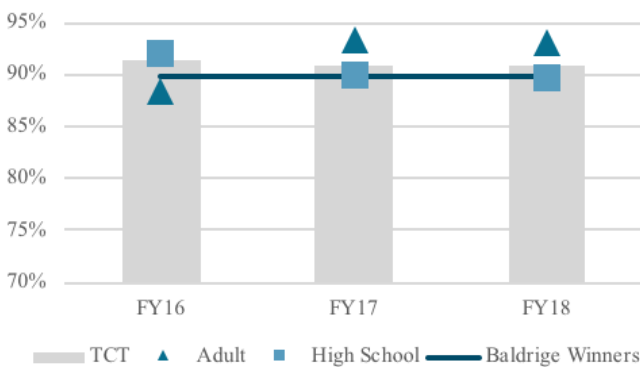


Figure 7.2-6 - Overall Satisfaction

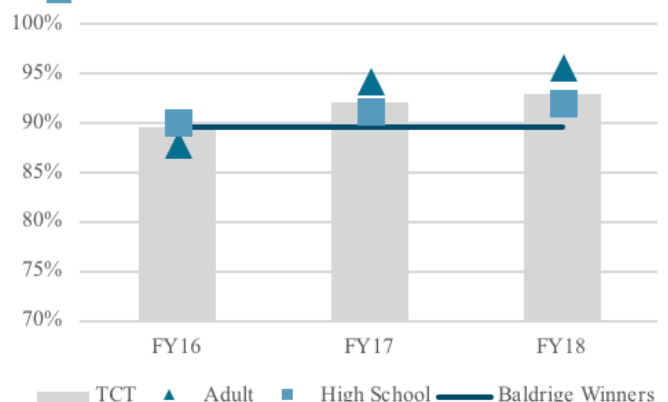
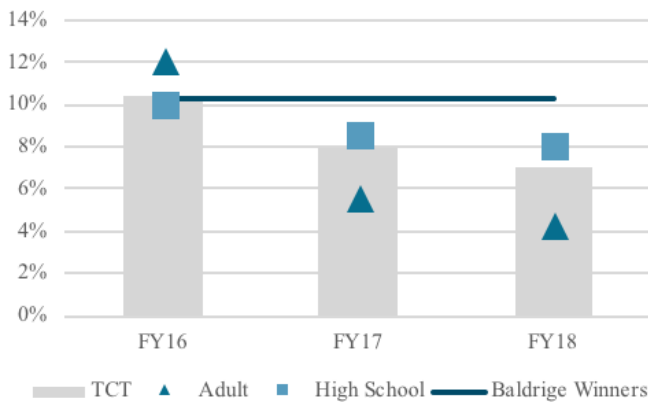


Figure 7.2-7 - Overall Disatisfaction



Internal Customer Satisfaction:

At TCT our work aspires to satisfy our Superintendent / CEO’s mantra, specifically that “if you aren’t helping a student, help someone that is”. For those Work Groups whose day to day work involves supporting internal customers other than students, TCT uses our internal customer satisfaction survey to measure levels of internal customer satisfaction. Annually all workforce members are asked to complete a brief survey for each of the Work Groups for which they consider themselves a customer. TCT’s internal customer satisfaction instrument replicates an instrument available in customer satisfaction literature that researchers developed to operationalize and then measure levels of internal customer satisfaction. Figures 7.2-8 through 7.2-10 report the three index levels that emerge from this survey. The only available benchmark reported in the literature, namely overall average, is provided in the figures for comparison. Though TCT prefers not to compare ourselves against the average, in this particular situation the fifteen to twenty percent difference between the average and TCT’s satisfaction scores demonstrate excellent internal customer satisfaction. Figure 7.2-11 reports overall internal customer satisfaction score segmented by Work Group.

7.2a (2) Student & Other Customer Engagement Completion/Retention:

One way to measure the level of full-time student engagement is their completion/retention percentage. The more engaged students are the higher level of retention and ultimately completion a school will exhibit. TCT is a consistent state leader in completion/retention rate. TCT has delivered the top Oklahoma Career Tech completion/retention rate for full-time students in five of the past seven years. Figure 7.1-1 through 7.1-4 report TCT’s levels of completion/retention segmented by program type and pathway.

Survey Results:

To provide superior training, TCT faculty work to provide engaging educational experiences. We ask full-time program students a Net Promoter Score question to ascertain levels of engagement. Because TCT works to deliver world class customer service, we benchmark our NPS scores against former Baldrige award winners. Neither of the previously mentioned Baldrige Award winner comparison groups

(Baldrige Adult and Baldrige Education) report NPS scores in their applications. For this reason, we developed a third Baldrige benchmark group Baldrige Winner. This index is developed as the average reported levels of a measure from the past five years of Baldrige Award winners regardless of segment. Figure 7.2-12 reports the results of these engagement questions. Because we are in year two of integrating Net Promoter Score into all of our customer segments, the reported levels correspond to semesters in the past two school years.

Figure 7.2-8 - Internal Customer Satisfaction Score

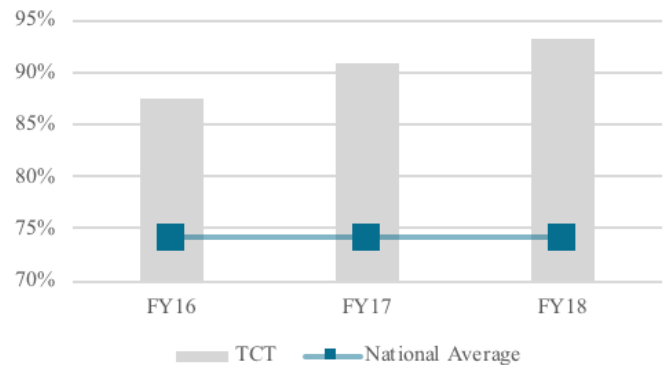


Figure 7.2-9 - Personal Service Score

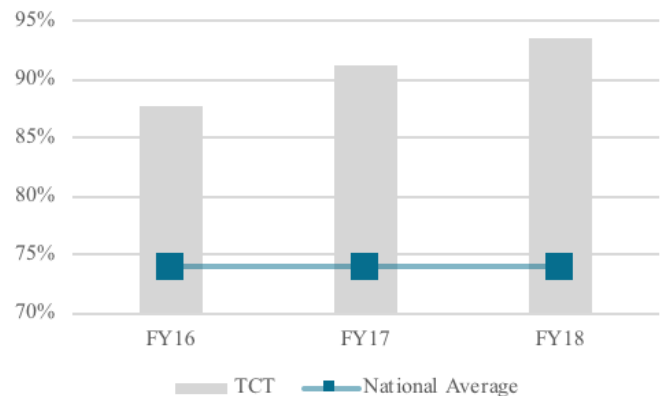


Figure 7.2-10 - Technical Competence Score

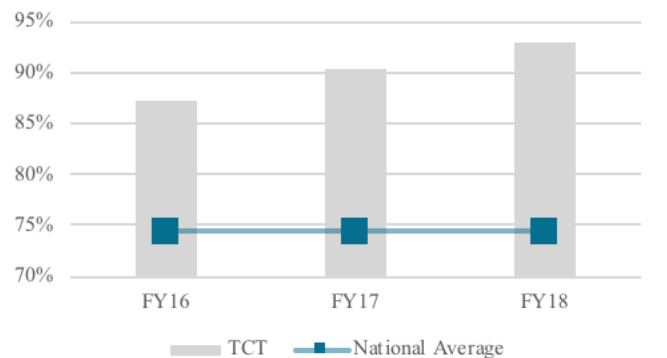
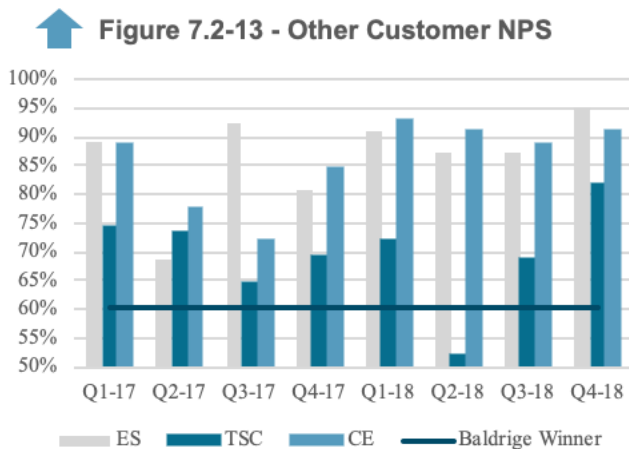
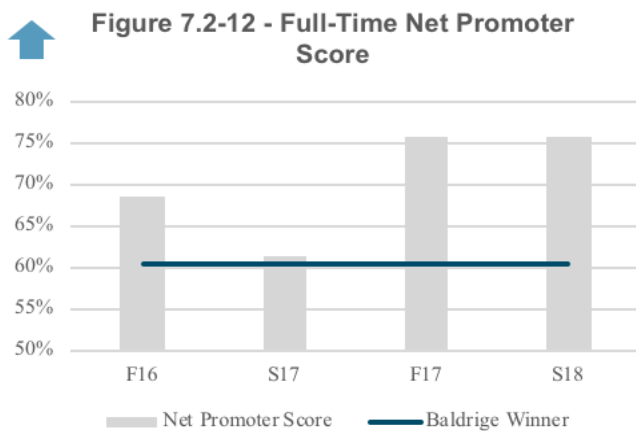


Figure 7.2-11 Internal Customer Satisfaction Segmented by Work Group

Pathway	FY16	FY17	FY18
Business Office	82%	92%	94%
Culinary	84%	93%	96%
Student Services	n/a	87%	90%
Fitness Center	n/a	92%	96%
Human Resources	90%	94%	97%
Marketing	88%	86%	85%
Office of Quality	n/a	96%	98%
Physical Plant	n/a	93%	97%
Technology	n/a	85%	86%

Net Promoter Score Results:

Other customer’s engagement is also collected using Net Promoter Score surveys. **Customers of Event Services, The Strategy Center, and Community Education receive multiple opportunities to provide feedback regarding their experience after it concludes.** Figure 7.2-13 reports NPS scores for each of our three external customer offerings. As in the previous graph, the Baldrige Winner comparison group was used to provide a level of world class results. Twenty of twenty-one quarterly measures exceed that of the Baldrige Winner group.


Enrollments / Customers:

As stipulated earlier, TCT’s Community Education, Strategy Center, and Event Services customers differ from full-time students in several ways. While full-time students come to TCT as part of their normal school day or to train in a specific discipline, other customers choose to engage with TCT on their own. Because of this relationship we say our other customers “vote with their feet”. Therefore, other customer engagement can be measured through enrollment. TCT’s other customer enrollments have risen sharply in past years as illustrated by Figures 7.5-9 through 7.5-12.

Website, Facebook, and Other Social Media:

TCT’s Marketing department has worked proactively to improve our marketing reach by driving web traffic and sales to our website. **Much of the marketing comes through our presence on social media, especially Facebook.** This work has been successful as the following measures show. Figure 7.2-14 reports the most important customer engagement measures TCT tracks to quantify effectiveness. The first five measures quantify the traffic our website receives and are tracked using Google Analytics. The final measure quantifies total sales generated through our website.

Figure 7.2-14 Social Media Measures

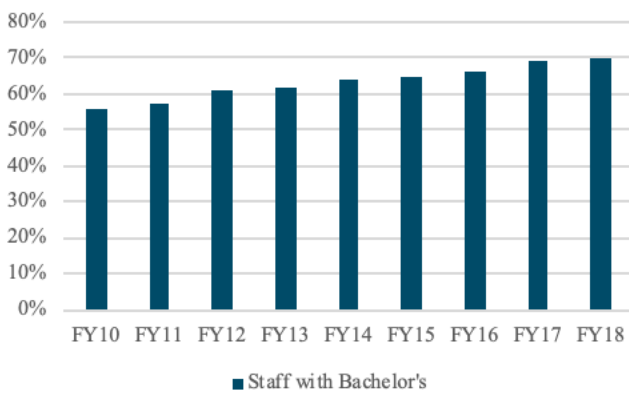
Measure	FY15	FY16	FY17	FY18
Users	30,567	37,554	72,369	63,318
Sessions	54,416	64,395	109,237	103,025
From Facebook	1,166	3,308	9,094	5,773
Organic Search	20,296	21,639	25,849	26,404
Page Views	177,520	190,238	270,725	291,813
Gross Sales	\$15,985	\$32,402	\$55,509	\$53,301

7.3 Workforce-Focused Results

7.3-1 Workforce Capability and Capacity Staff Credentials:

One way TCT measures staff capabilities is through the percentage of workforce with Bachelor’s degrees a key performance measure. As noted in Figure P.1-3, a Bachelor’s degree or more is only a requirement for hire in the Faculty and HR/Marketing Work Groups. These Work Groups represent a total of 37 positions or 41% of total staff. By encouraging all workforce members to advance their education through discussions with supervisors and educational reimbursement, TCT prepares its workforce for potential promotions and raises and guarantees that workforce capability satisfies future succession planning needs while benefitting from the increased training its staff receives. **As a result, TCT maintains a highly qualified workforce capable of fulfilling the mission of providing superior training.** Figure 7.3-1 reports levels of this measure.

Figure 7.3-1 - Staff with Bachelor's



Staffing Levels:

In a very difficult financial environment that includes sustained dramatic reductions in state educational aid, TCT has worked proactively to not only retain staff, but to expand work function and maintain student support without adding new positions. This has resulted in productivity gains. The two performance measures that TCT seeks annually to maximize that would be sensitive to a smaller staff performing at the same levels are total enrollment and local controllable revenue. **Over the past four years TCT has increased enrollment per educator by over 90 enrollments and local controllable revenue per educator nearly \$6,500.** Those results are reported in Figure 7.3-2.

Figure 7.3-2 Staffing Measures				
Measure	FY15	FY16	FY17	FY18
Staff Members	97	95	93	89
Enrollment	16,604	21,184	22,091	23,405
Enrollment / Educator	171.2	223.0	237.5	263.0
LCR	\$1,259,397	\$1,377,054	\$1,620,728	\$1,729,775
LCR / Educator	\$12,983	\$14,495	\$17,427	\$19,436

Great Place to Work®:

TCT derives many of its most beneficial Work Group measures from the analysis of the annual Great Place to Work® (GPTW) survey which is used to select the organizations on the *Fortune* Great Place to Work lists. **Tri County Tech has been honored to be named a Top 50 Small / Medium Great Place to Work the past two years. In addition, Tri County Tech has been named both a Great Place to Work for Women and a Great Place to Work for Giving Back.** The GPTW Institute reviews over 1000 organizations in the United States annually and provides a wealth of comparison data and segmentation annually for analysis. Analysis of GPTW measures drives the focus of much of our workforce improvement. TCT leadership believes a more satisfied workforce allows us to more effectively attain our mission of providing superior training. GPTW figures in this application report a mix of TCT's average positive response levels (TCT), segmentation by Work Group, and the national 90th and 95th percentile of

participating companies. Figures 7.3-3 and 7.3-4, report positive response levels for two statements that relate to workforce capacity, specifically staffing.

Figure 7.3-3 - GPTW - Management does a good job assigning and coordinating people

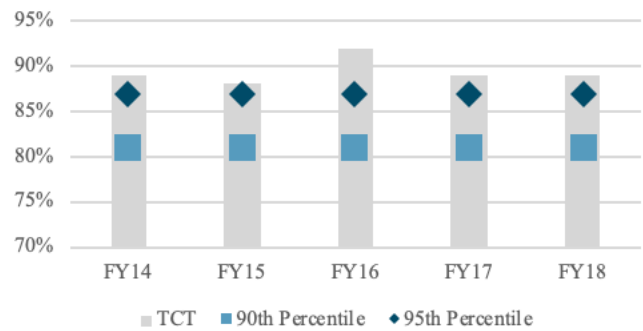
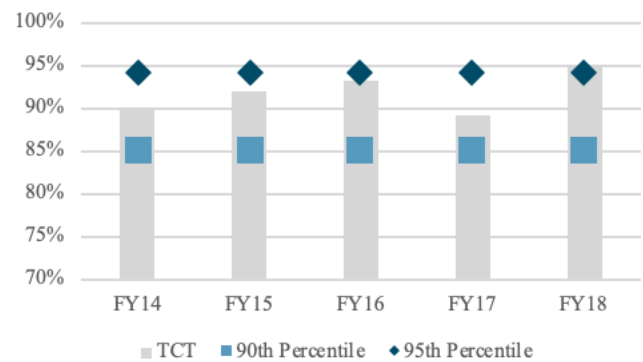


Figure 7.3-4 - GPTW - Management hires people who fit in well here



7.3a (2) Workforce Climate

Workforce Health Indicators:

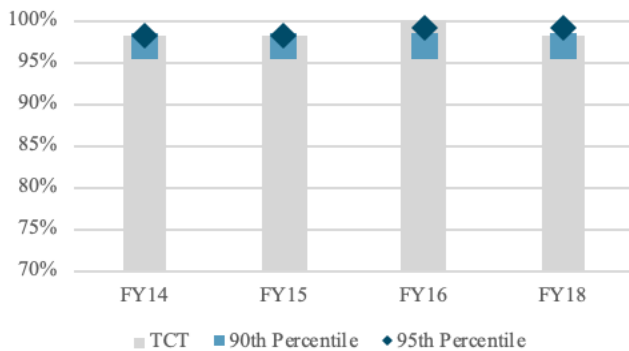
In FY14 TCT opened a state-of-the-art fitness center and hired a full-time fitness and wellness specialist. **These decisions were made to improve workforce health and satisfaction in increasing accomplishment of our mission.** In FY18 TCT participated in its first ever staff fitness challenge and external resources were brought in to conduct the first ever staff wellness screenings. Health and wellness indicators are shown in Figure 7.3-5.

Figure 7.3-5 Staff Health Indicators				
Measure	FY15	FY16	FY17	FY18
Fitness Center Attendance	596	750	1574	1255
Flu Shots Administered	25	32	33	14
Healthy PD Sessions Offered	4	4	3	0
Networked Equipment Cumulative Usage (Hours)	494	434	720	628

Staff Safety:

The GPTW survey asks staff to rate their agreement with a statement regarding safety (Figure 7.3-6). 100% of TCT workforce members responded positively putting TCT above the 95th percentile in FY16. The question was removed from the FY17 survey.

Figure 7.3-6 - GPTW - This is a physically safe place to work



TCT reports work related injury and illness as a part of the annual Statistical survey of Occupational Injuries and Illness. The following chart, Figure 7.3-7 reports levels of workforce safety for the past four years.

Figure 7.3-7 Workforce Safety

Measure	FY15	FY16	FY17	FY18
Staff Members	97	95	93	89
Number of injuries	3	2	1	2
Number of illnesses	0	0	0	0
Number of recordable cases	1	1	1	2
Days away from work	15	7	0	0

Workforce Benefits:

The annual GPTW survey measures staff perception as it relates to benefits. Staff respond to the phrases “we have special and unique benefits here” and “people are paid fairly here.” In both cases, TCT workforce’s positive responses exceed the 95th percentile of participating companies. Response levels are reported in Figures 7.3-8 and 7.3-9 below.

Figure 7.3-8 - GPTW - We have special and unique benefits here

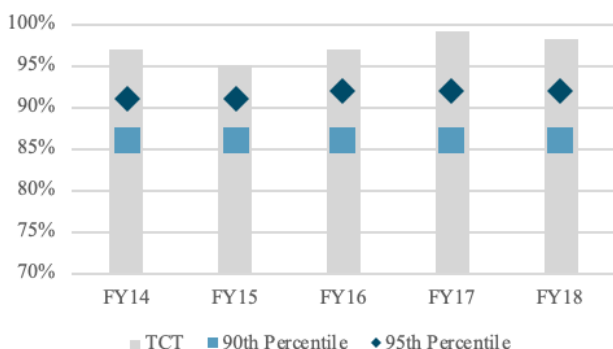
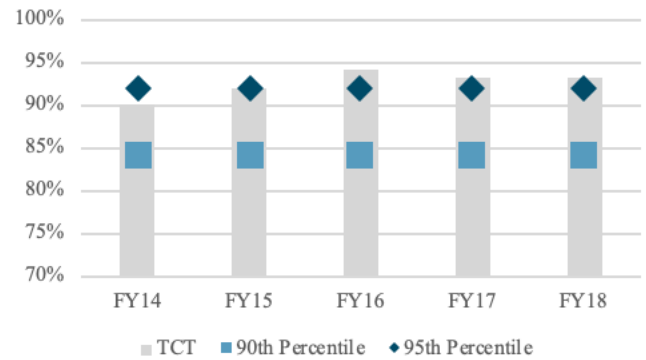


Figure 7.3-9 - GPTW - People are paid fairly here



TCT has worked proactively to provide generous benefits to its workforce. From FY14 - FY18, TCT has increased the number of holiday and vacation days off, and overall average compensation. Figure 7.3-10 displays a few of the generous benefits and services TCT workforce members receive.

Figure 7.3-10 Workforce Benefits and Services

Measure	FY14	FY15	FY16	FY17	FY18
Days off Per Year – Holiday	22	24	24	24	24
Days off Per Year – Vacation	10	10	16	16	16
Days off Per Year – Sick	12	12	12	12	12
Employer Paid Healthcare	100%	100%	100%	100%	100%
Fitness Center	Yes	Yes	Yes	Yes	Yes
Days of Maternity Leave	60	60	60	60	60
Childcare for Staff	Yes	Yes	Yes	Yes	Yes
Maximum Tuition reimbursement	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Avg. Annual Wage – Hourly	\$22.8k	\$25.6k	\$27.5k	\$28.0k	\$29.1k
Avg. Annual Wage - Salaried	\$53.2k	\$54.1k	\$57.9k	\$64.0k	\$59.6k
403b Retirement Match 100% to	2.5%	2.5%	2.5%	2.5%	2.5%
Paid Hours for Community Service	8	8	8	8	8

**7.3a (3) Workforce Engagement
GPTW Workforce Satisfaction:**

TCT has improved workforce satisfaction almost universally while participating in the GPTW program, resulting in benchmark leadership results in the top decile nationally. As mentioned earlier TCT has been named a Fortune magazine Top 50 Small / Medium workplace in the nation for two straight years. GPTW reports five broad measures that relate to various components of workforce satisfaction. These are credibility, respect, fairness, pride, and camaraderie. Figures 7.3-11 through 7.3-15 report levels of positive response for TCT in each of these categories segmented by work group. In FY17 The Strategy Center Work Group fell below the

minimum level required for segmented results reporting, therefore those responses are not reported separately. Figure 7.3-16 reports the average of all indices and Figure 7.3-17 reports the results of a GPTW workforce satisfaction statement “This is a great place to work.” A legend is provided to specify the meaning of abbreviations in the graphs representing Work Groups.

Legend for GPTW Figures Segmentation	
CDC	Child Development Center
F	Faculty
SS	Student Services
HR/MKT	Human Resources / Marketing
TSC	The Strategy Center
OP	Operations

Figure 7.3-11 - GPTW - Credibility Index

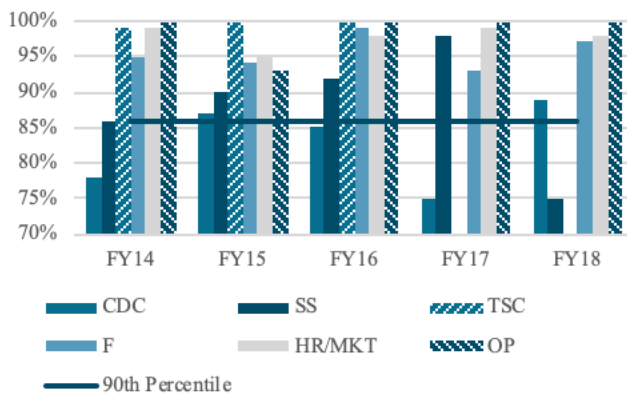


Figure 7.3-12 - GPTW - Respect Index

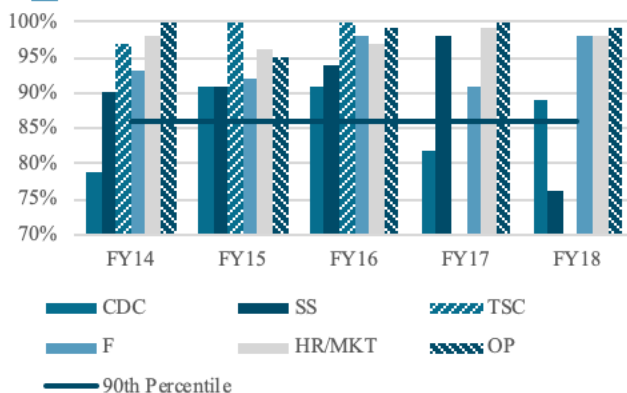


Figure 7.3-13 - GPTW - Fairness Index

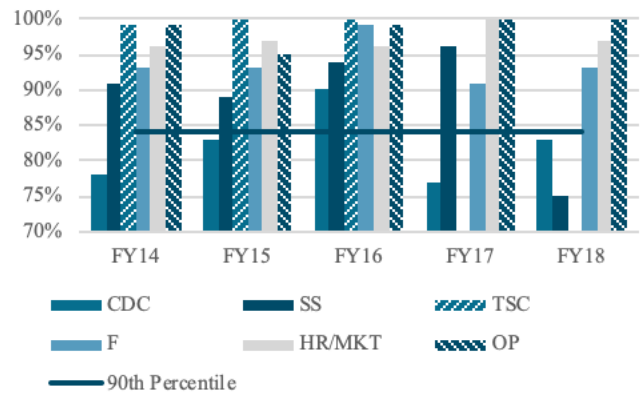


Figure 7.3-14 - GPTW - Pride Index

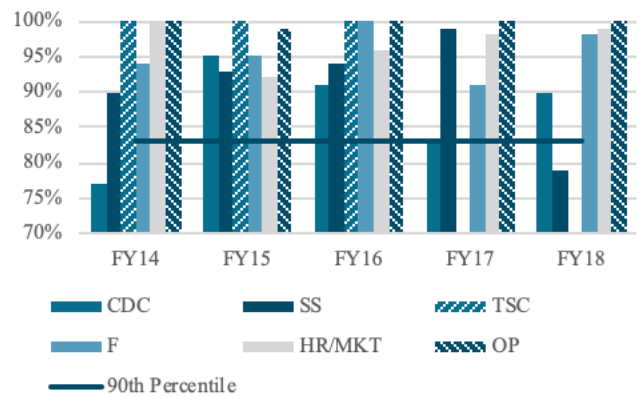
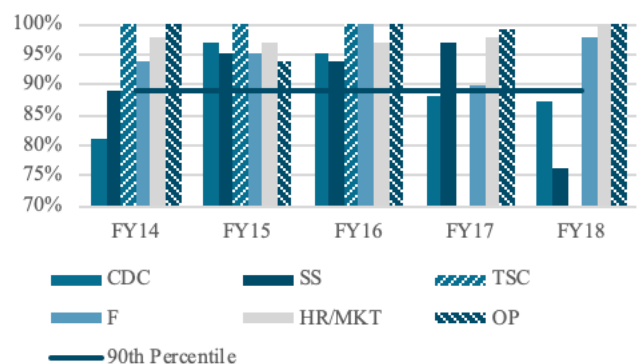
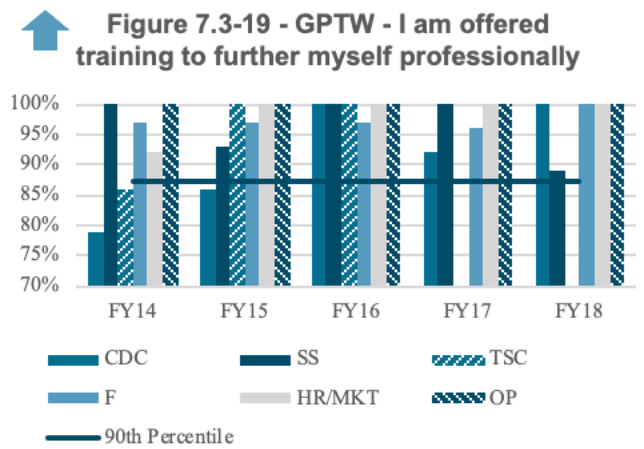
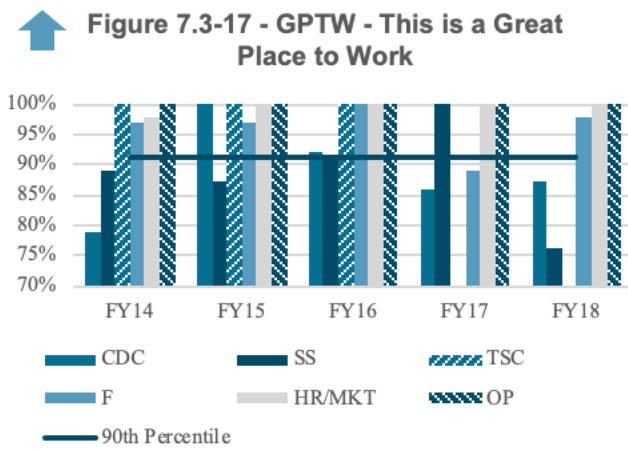
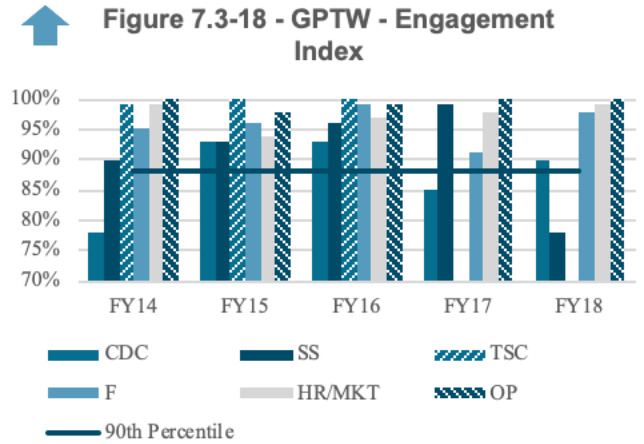
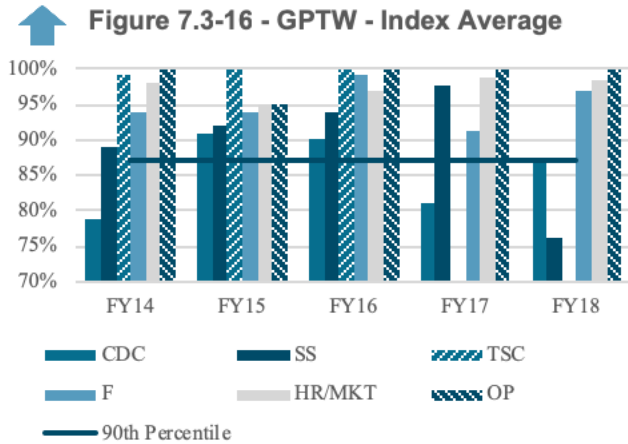


Figure 7.3-15 - GPTW - Camaraderie Index





GPTW Workforce Engagement:

TCT uses the GPTW survey to establish levels of workforce engagement as discussed in 5.2a (2) and 5.2a (3). Though the report itself does not generate an engagement index, **TCT personnel utilized the Baldrige framework definition of workforce engagement to identify statements on the survey that were measuring key drivers of engagement.** Those statements together provide TCT its engagement index reported below in Figure 7.3-18. Again, TCT’s Work Groups mostly exceed the 90th Percentile of organizations participating in the GPTW survey program.

7.3a (4) Workforce and Leader Development

The annual GPTW survey asks workforce to agree or disagree with a statement that illustrates workforce perception of development. **The specific statement is “I am offered training or development to further myself professionally.”** Figure 7.3-19 illustrates workforce positive response to this question. **TCT prides itself on providing workforce and leadership development to its workforce.** This commitment manifests itself in many ways. Figure 7.3-20 displays leadership and workforce development data, processes, and events.

Figure 7.3-20 Leadership & Workforce Development

Measure	FY15	FY16	FY17	FY18
Percent of Workforce Receiving Tuition Reimbursement	15%	19%	29%	18.5%
Amount of Tuition Reimbursement	\$31,324	\$37,581	\$47,662	\$26,958
Professional Development Budget	\$38,827	\$55,319	\$50,662	\$78,995
Tri County University – Adjunct Enrollments	77	90	82	78
Tri County University – Total Enrollments	161	430	603	654
Internal Promotions	4	4	3	5
Number of Safety Trainings Required	4	4	4	4

7.4 Leadership and Governance Results

7.4a Leadership, Governance, and Societal Responsibility Results

7.4a (1) Leadership

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

Figure 7.4-1 - GPTW - Management keeps me informed about important issues and changes

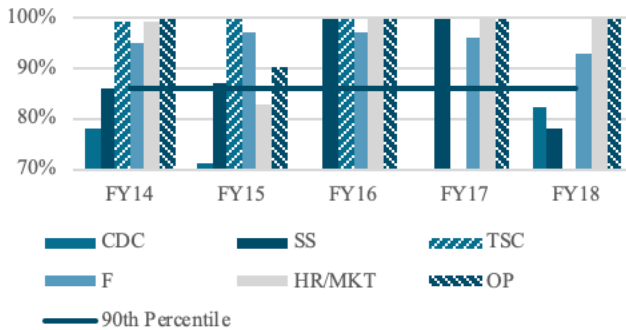


Figure 7.4-2 - GPTW - Management makes its expectations clear

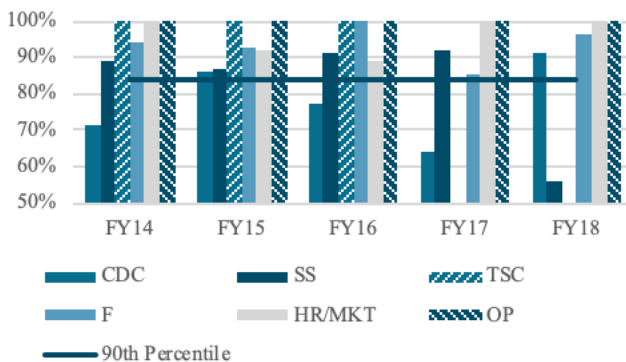


Figure 7.4-3 - GPTW - I can ask management any reasonable question and get a straight answer

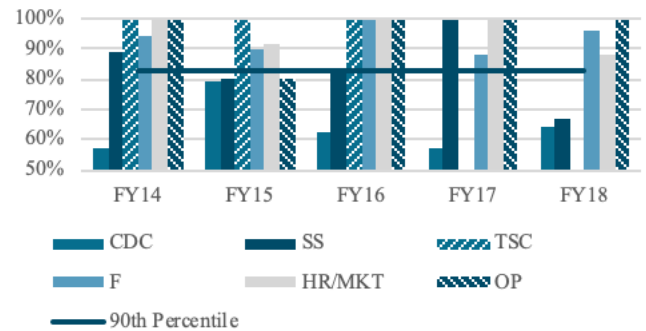


Figure 7.4-4 - GPTW - Management seeks and responds to suggestions and ideas

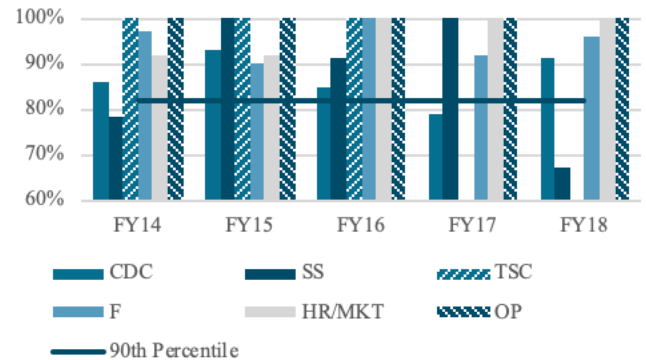


Figure 7.4-5 - GPTW - Management involves people in decisions regarding their job

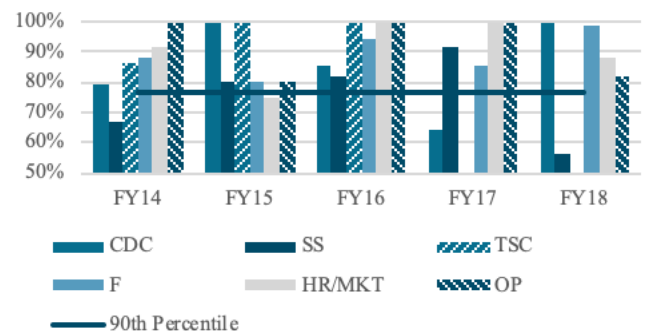


Figure 7.4-6 - GPTW - Management has a clear view of where the organization is going

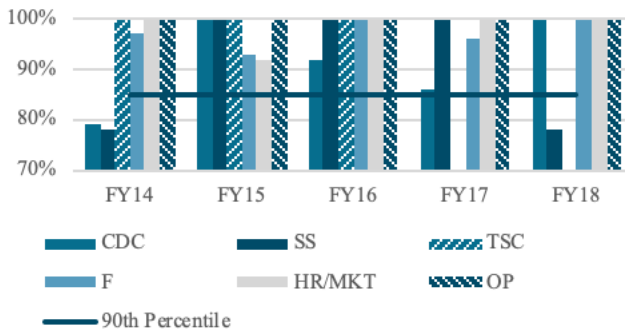


Figure 7.4-7 - GPTW - Management is approachable, easy to talk with

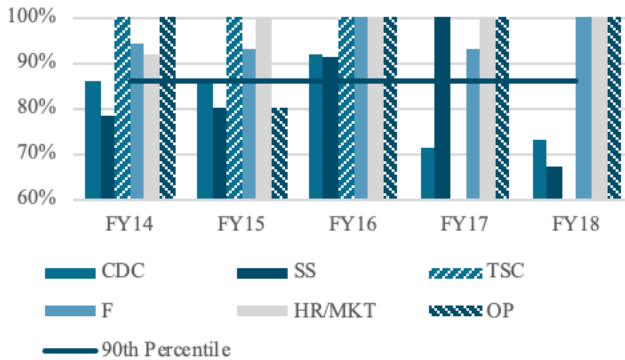


Figure 7.4-8 reports additional leadership results that relate to communication and engagement with workforce, students, and other customers.

	FY15	FY16	FY17	FY18
Monthly All Workforce Superintendent's Forum	Yes	Yes	Yes	No
White Bisons Awarded at Superintendent's Forum	Yes	Yes	Yes	Yes
All Workforce Meet Individually with Superintendent	Yes			
Vision 2020 Posted on Website	Yes	Yes	Yes	Yes
Annual Operational Plan Posted on Website	Yes	Yes	Yes	Yes
Operational Plans Posted on Up Arrows	Yes	Yes	Yes	Yes
Program and Work Group Advisory Boards	Yes	Yes	Yes	Yes
Monthly BOE meeting	Yes	Yes	Yes	Yes
Other Customer Consultations	Yes	Yes	Yes	Yes
Student Comment Process	Yes	Yes	Yes	Yes
Enrollment Finalization	Yes	Yes	Yes	Yes
Website	Yes	Yes	Yes	Yes
Program Visits and Tours	Yes	Yes	Yes	Yes

7.4a (2) Governance

7.4a (3) Law, Regulation, and Accreditation

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

7.4a (4) Ethics

The annual GPTW survey measures the perceptions of educators as it relates to ethical and trustworthy (Figure 7.4-10) management. **These results place workforce perceptions of ethical leadership in the top 10% nationally.** Figure 7.4-11 reports additional results related to the ethical behavior of management.

7.4a (5) Society

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

Figure 7.4-9 Governance, Legal, Regulatory, & Accreditation Measures

	FY15	FY16	FY17	FY18
Audit Significant Finding	0	0	0	0
External Audit Compliance	Yes	Yes	Yes	Yes
IRS Audit Findings	0	0	0	0
BOE Meeting Minutes Showing Contract Approval	Yes	Yes	Yes	Yes
Pledge of Ethics Signed and Oath Given by BOE members	Yes	Yes	Yes	Yes
Financial Reporting in BOE meeting	Yes	Yes	Yes	Yes
SLT Performance Appraisal Complete	100%	100%	100%	100%
BOE members completing BOE self-evaluation	Yes	Yes	Yes	Yes
Budget Published Annually in Newspaper	Yes	Yes	Yes	Yes
Student Handbook Access & Signature	100%	100%	100%	100%
Internet Conduct Agreement Signed	100%	100%	100%	100%
BOE Policies available on Intranet and in Superintendent's Office	Yes	Yes	Yes	Yes
Program Specific Agreements	Yes	Yes	Yes	Yes
Non-kickback affidavit signed	100%	100%	100%	100%
OSHA Compliance	Yes	Yes	Yes	Yes
IDEA Compliance	Yes	Yes	Yes	Yes
ODCTE accreditation met	Yes	Yes	Yes	Yes
SDE accreditation met	Yes	Yes	Yes	Yes
OSBC accreditation met	Yes	Yes	Yes	Yes
ADACDA accreditation met	Yes	Yes	Yes	Yes
OBN accreditation met	Yes	Yes	Yes	Yes
Eight voluntary accreditations met	Yes	Yes	Yes	Yes

Figure 7.4-10 - GPTW - Management is honest, ethical

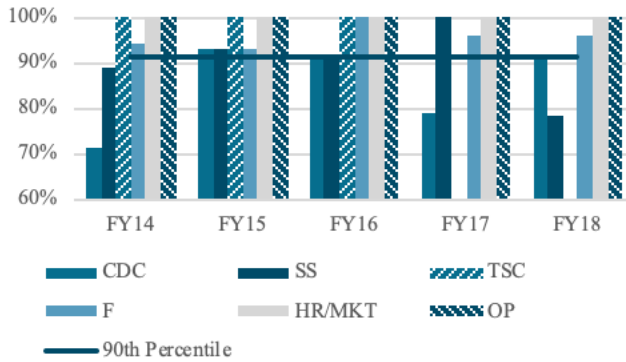


Figure 7.4-13 - Workforce Contribution to Foundation

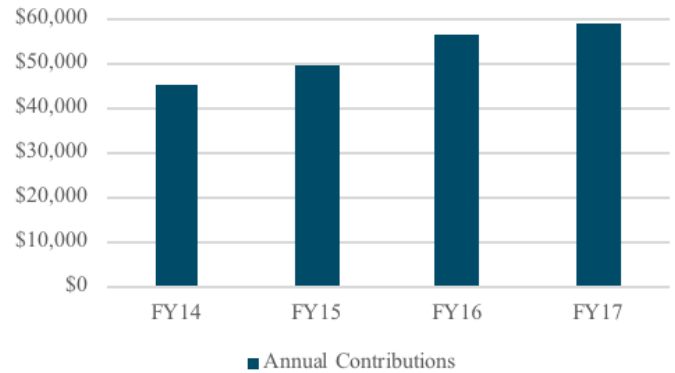


Figure 7.4-11 Ethics Results

	FY15	FY16	FY17	FY18
Code of Conduct	100%	100%	100%	100%
Employee Code of Ethics Signed	100%	100%	100%	100%
Employee Cumulative Loyalty Signed	100%	100%	100%	100%
Employee Policy Acknowledgement Signed	100%	100%	100%	100%
Employee Consent to Drug Test Signed	100%	100%	100%	100%
Employee Consent to Drug Test Signed	100%	100%	100%	100%
Employee Background Check	100%	100%	100%	100%
Employee Termination Due to Ethical Breach	0	0	1	1
% SLT Evaluated Annually by Supt./CEO	100%	100%	100%	100%
Progress Report Presented to BOE	100%	100%	100%	100%
# of open meeting violations	0	0	0	0
# of harassment complaints filed	0	0	0	0
# of suits filed due to IEP non-compliance	0	0	0	0
# of lawsuits with attorney representation	0	0	0	1

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

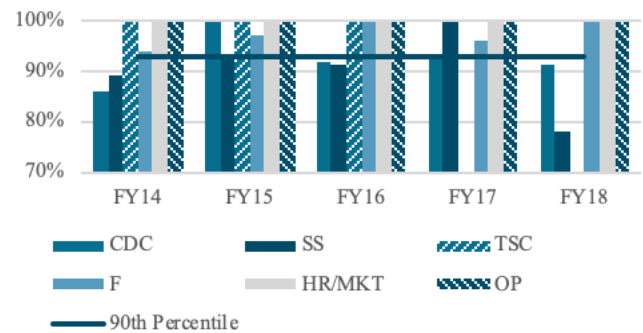


Figure 7.4-12 - Percent of Workforce Contributing to Foundation

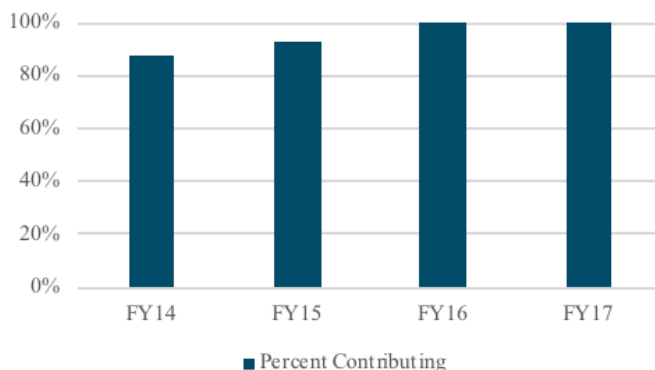


Figure 7.4-15 Societal Responsibility Results

	FY14	FY15	FY16	FY17	FY18
% of Workforce Performing Community Service	100%	100%	100%	100%	100%
% of Workforce Meeting Community Service Goal	100%	100%	100%	100%	100%
Scholarship Amount Awarded	\$60,000	\$92,500	\$152,450	\$200,000	\$250,000
Number of Non-Profits Using Event Service	7	40	54	55	270
Number of Water Bottle Filling Stations on Campus	2	2	8	9	9
Environmental Controls for Heat and Air	Yes	Yes	Yes	Yes	Yes
Number of LED Lights Added	0	0	124	124	240

7.4b Strategy Implementation Results

Vision 2020:

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

Core Competency	FY13	FY14	FY15	FY16	FY17	FY18
Instructional and Learning Excellence	33%	50%	50%	50%	83%	83%
Economic and Community Development	33%	33%	33%	50%	50%	50%
Fiscal and Operational Effectiveness	70%	70%	80%	80%	80%	100%
Employee Development and Well-Being	43%	57%	57%	71%	71%	100%

Annual Operational Plan:

During each summer's Leadership Retreat, LT sets annual performance targets, or KPMs. These targets or goals become TCT's annual OP. Successfully meeting or exceeding OP goals becomes a factor in workforce performance pay. Figure 7.4-17, reports annual success in meeting or exceeding OP goals. Figure 7.4-18 reports levels for each KPM historically. Figure 7.4-19 reports examples of intelligent risks undertaken at TCT.

	FY13	FY14	FY15	FY16	FY17	FY18
Instructional and Learning Excellence	100%	100%	33%	100%	100%	67%
Economic and Community Development	100%	100%	75%	100%	100%	100%
Fiscal and Operational Effectiveness	100%	100%	100%	100%	100%	100%
Employee Development and Well-Being	100%	100%	75%	100%	75%	67%

	FY14	FY15	FY16	FY17	FY18
Completion/Retention	92%	94%	93%	91%	93%
Graduate Licensure and Certification Rate	97%	95%	97%	96%	96%
Programs with National Certification	68%	68%	74%	74%	75%
Placement	92%	89%	91%	92%	91%
Staff Meet Community Service Goal	100%	100%	100%	100%	1,989
HS Graduates Continuing Education	65%	60%	64%	71%	71%
Adult Average Wage	\$14.40	\$15.55	\$17.18	\$16.14	\$18.49
Budget Spent on Direct Classroom Support	63%	63%	64%	63%	62%
Total Enrollment	14,634	16,604	21,184	22,091	23,405
Employee Retention Rate	94%	90%	95%	92%	94%
Staff Meet Professional Development Goal	100%	100%	100%	87%	89%
Staff with National Certification/Licensure	51%	54%	54%	55%	N/A
Staff with a Bachelor's Degree	64%	65%	66%	69%	70%

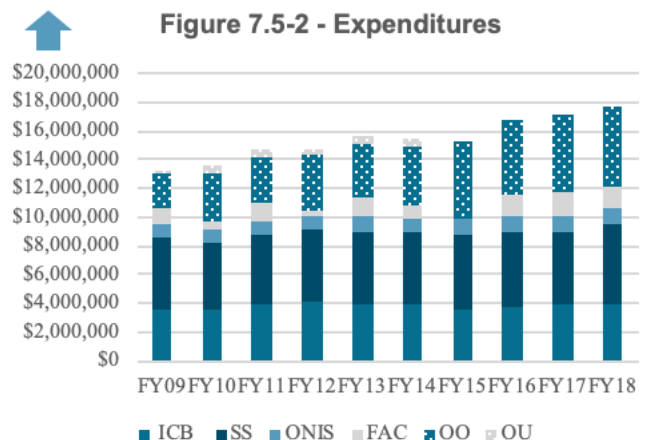
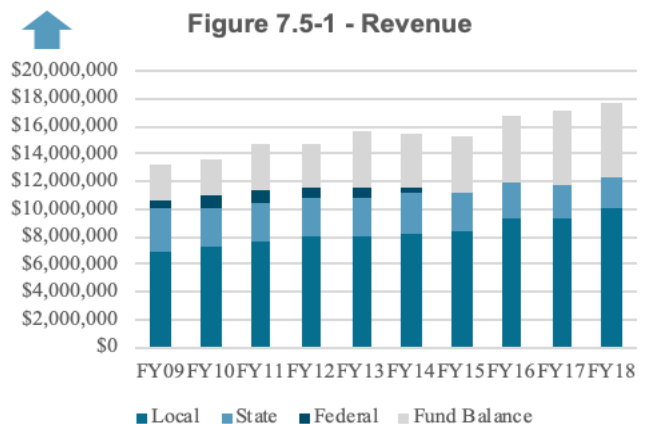
	FY13	FY14	FY15	FY16	FY17
Eliminate Federal Funding	N	Y	Y	Y	Y
Visa Purchasing Card	N	N	Y	Y	Y
Office of Quality	N	N	N	Y	Y
LCR Major Initiative	N	N	N	N	Y

7.5 Budgetary, Financial, and Market Results

7.5a (1) Budgetary and Financial Performance

Budgetary Performance:

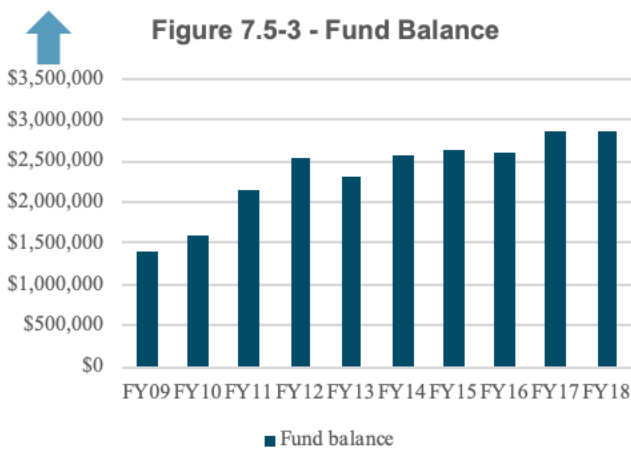
TCT has enjoyed positive financial results in recent years. This is due to deliberate and insightful decisions made by SLT. **In particular, TCT has been selective regarding which taxpayer monies to accept, proactive in anticipating diminishing state funding levels, and actively increasing revenue controlled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



Legend for Figure 7.5-2 – Expenditures	
ICB	Instruction / Client Based Programs
SS	Support Services
ONIS	Operation of Non-Instructional Services
FAC	Facilities Acquisition and Construction Services
OO	Other Operations
OU	Other Uses

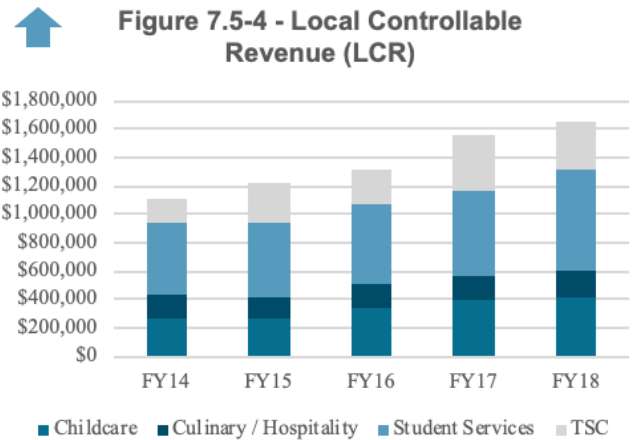
Fund Balance

A cost-containment measure at TCT is the school’s fund balance as discussed in 2.2a (3). **This revenue is critical to ensure adequate cash flow.** Much of TCT’s funding comes from local property tax revenues received mid fiscal year. Technology Centers are allowed to carry forward funds from the previous fiscal year to bridge the gap. Anticipating state funding reductions, TCT used an increased fund balance as a means to protect against deep cuts in aid. **The success of increasing fund balance is the result of collectively scrutinizing expenditures, being deliberate with staffing, and increasing resources devoted to local revenue generation, while never cutting quality or quantity of service to our community.** Figure 7.5-3 displays TCT’s fund balance level historically. TCT’s fund balance is up 107% and over one and a half million dollars over the period shown.



Local Controllable Revenue:

TCT has focused on increasing local funding and revenue to further offset reductions in state and federal funding. In recent years, the school has rebranded and relaunched existing offerings (The Strategy Center and Community Education). Figure 7.5-4 shows the amount of local controllable revenue realized in the past four years. Figures 7.5-5 through 7.5-8 show the revenues of the four Work Groups that generate the majority of local controllable revenue.



7.5a (2) Market Performance Enrollments:

For Community Education (CE), The Strategy Center (TSC), and Event Services (ES), market share is vital to revenue. In each case market share can be represented by enrollments/contacts. **TCT has increased total enrollment/contact 151% over the period shown (Figure 7.5-9).** Both Community Education enrollments (Figure 7.5-10) and Strategy Center enrollments (Figure 7.5-11) have grown. Comparison data for CE and TSC come from ODCTE data. Since no state data is maintained for Event Services (Figure 7.5-12) it is reported without comparison.

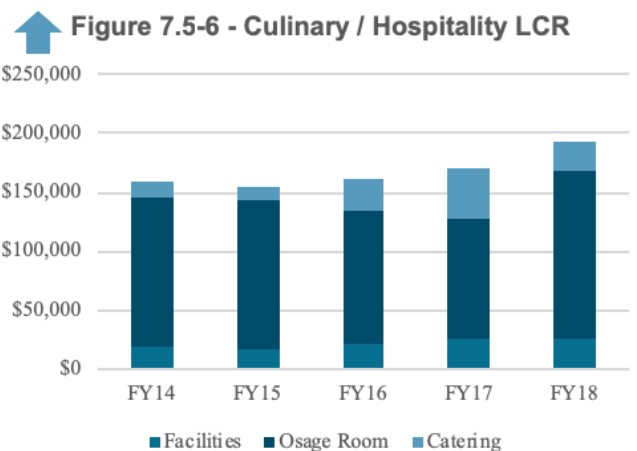
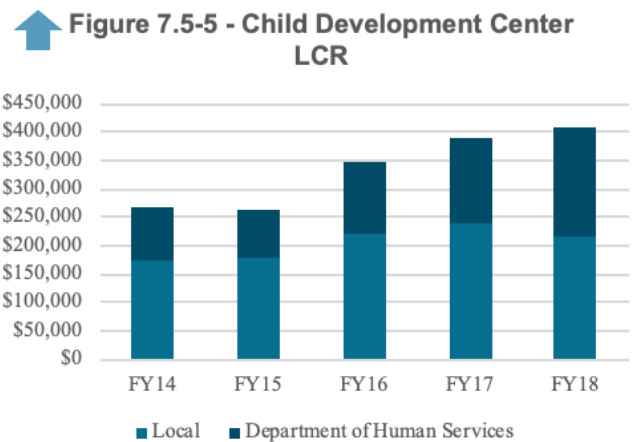


Figure 7.5-7 - Student Services LCR

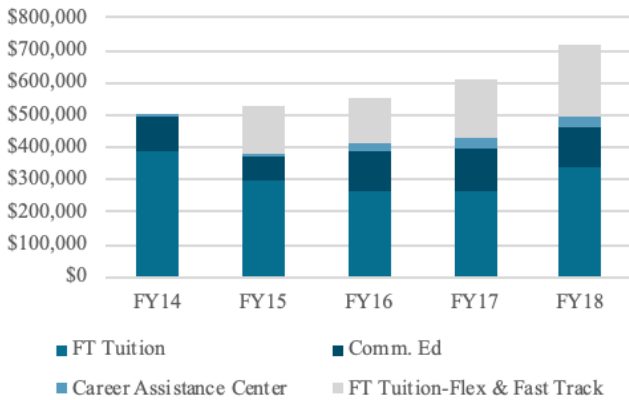


Figure 7.5-10 - Community Education Enrollments

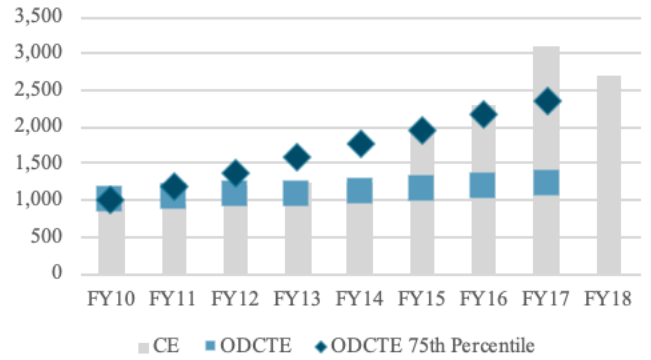


Figure 7.5-8 - The Strategy Center LCR

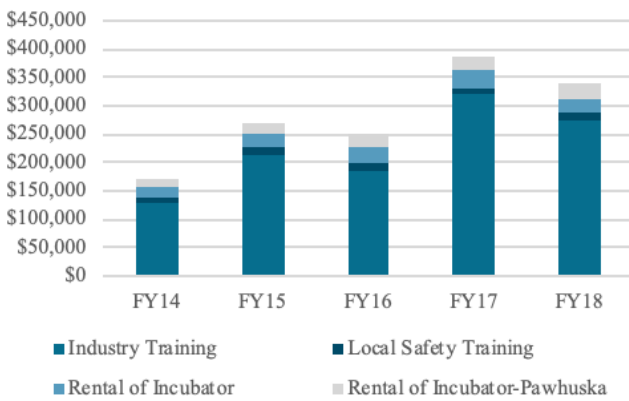


Figure 7.5-11 - The Strategy Center Enrollments

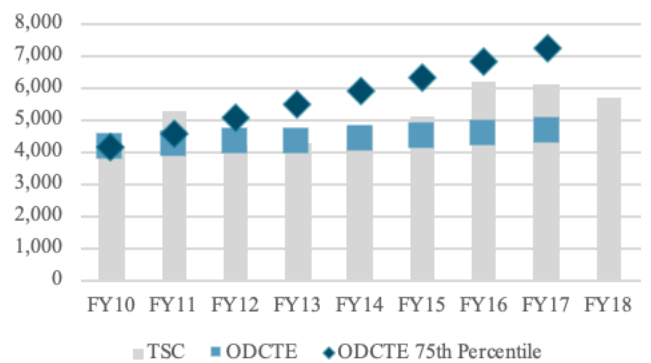


Figure 7.5-9 - Total Customers

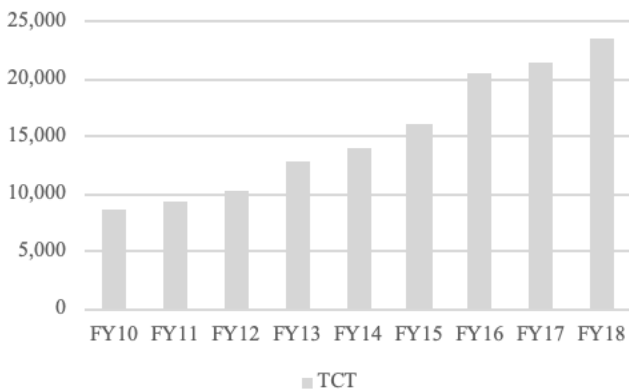


Figure 7.5-12 - Event Services Customers

