

Fifth Annual Oklahoma Transition Institute



University of Oklahoma
OCCE Thurman J. White Forum
1704 Asp Ave.
Norman, OK 73019

September 14-16, 2010

Oklahoma Department of Career and Technology Education · Oklahoma Department of Human Services · Oklahoma Department of Rehabilitative Services · Oklahoma Employment Security Commission · Oklahoma State Department of Education · Tech-Now, Inc. · The University of Oklahoma Health Sciences Center, Child Study Center · The University of Oklahoma Zarrow Center for Learning Enrichment · Oklahoma ABE Tech · Oklahoma Department of Rehabilitation Services

Tuesday - 9/14

- 10:00-12:00** **Facilitator Training** - Amber McConnell, Marsha Dempsey, and Karen Little
Room A-2
- 12:00-12:30** **Lunch** (provided for facilitators, NSTTAC, and Council Members present)
- 12:30-2:00** **Facilitator Training continued** - Amber McConnell, Marsha Dempsey, and Karen Little
Room A-2
- 12:30-2:00** **Transition 101** - Jim Martin and Kim Eason *Conference Room A*
Session Description: This workshop is designed for participants new to transition or who have not attended a previous Oklahoma Transition Institute. This workshop will provide an overview of transition education concepts and practices, and will describe the Oklahoma Transition Institute, the role of teams and team members. Participants who want to learn more about transition education and how to gain the most from the Institute are also welcome to attend.
- 2:15-3:45** **IEP Transition Pages** - Letha Bauter *Conference Room B*
Session Description: The OSDE will provide training to complete the transition pages of the Oklahoma IEP. The OSDE staff will explain how to write appropriate annual postsecondary transition goals and answer questions concerning transition plans for students with disabilities.

Wednesday - 9/15

- 8:30-9:30** **Welcome and Introductions**
- Joan Smith, Dean of OU Jeannine Rainbolt College of Education
 - Logistics and Administrative information - Letha Bauter
 - Overview of day/tool/taxonomy - Jim Martin
 - Overview of Owasso Area Transition Team - Susan Teague
- 9:30-12:00** **Team Meeting 1 / Lunch** (provided)
- 12:00-1:00** **Breakout Session 1** (please see page 3 for descriptions)
- 1:00-1:20** **Break**
- 1:20-2:20** **Breakout Session 2** (please see page 4 for descriptions)
- 2:20-2:45** **Break**
- 2:45-3:45** **Team Meeting 2**
- 4:00-4:30** **Facilitator Debrief**

Institute Schedule

Thursday - 9/16

8:30-9:00 **Welcome, Overview of the day, and Recap from previous day** - Letha Bauter

9:00-10:00 **Breakout Session 3** (please see page 5 for descriptions)

10:00-10:20 **Break**

10:20-12:20 **Team Meeting 3**

12:20-1:20 **Lunch Buffet**

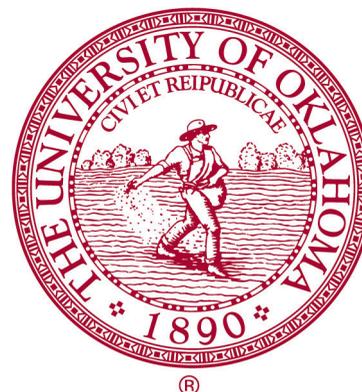
1:20-2:45 **Team Meeting 4**

2:45-3:30 **Team Reports, Poster Prizes, and Closing**

- Team accomplishments and highlights - Rick DeRennaux
- What's coming this year - Letha Bauter

3:30-4:00 **Transition Council Debrief** - Letha Bauter and Kim Osmani

Zarrow Center for
Learning Enrichment



Breakout Sessions for Wednesday, 9/15 (12:00-1:00)

Creating Transition Electives - Rhonda Heller and Susan Teague

Conference Room A

Session Description: This session will give participants an overview of the process used by Owasso Public Schools to create Transition Elective Courses. We will outline the steps we used in determining what topics to cover at each grade level. We will also share how we have expanded our Work Study program to include a wider variety of work sites, as well as how we are working with DRS and Goodwill Industries to integrate a Work Site Adjustment Training.

Developing Transition Activities: Students and Families - Betsy LeFrancois and Polly Oliver

Conference Room B

Session Description: Transition is not a status--it's an activity which must involve the students and their families (as well as school personnel and administrators). In this session, we will describe the process by which the Moore Transition Team was able to develop successful activities, give examples of what we have implemented to date, and discuss what we hope to do in the future.

Empowerment, Independence, and Equal Access: Students with Disabilities in Postsecondary Education - Emily Cheng

Room C-2

Session Description: This session focuses on students with disabilities transitioning from high school special education services to the postsecondary education setting. Topics discussed include basic principles/laws that apply to students with disabilities in postsecondary education, differences between high school and college for students with disabilities, and how postsecondary education settings accommodate this population. Rights and responsibilities of students with disabilities in postsecondary education will also be addressed, along with how high schools and colleges can work together to promote student access and independence in their respective settings.

Parent Involvement and Self-Advocacy in Transition - Catherine Burzio

Room A-1

Session Description: In this presentation, participants will explore this critical question - How can we prepare our students with disabilities for a competitive 21st century world? Tips and strategies for increasing student self-advocacy and parent involvement will be discussed.

Student Involvement in the IEP and Transition Planning Process - James Martin

Room A-2

Session Description: Active student involvement in the IEP and transition planning and implementation process increases the likelihood for postschool employment and education. During this session you will learn: (a) methods to teach students skills to become more involved in their educational planning process, (b) methods to teach students goal attainment skills so they can work on accomplishing their annual transition goals each week, and (c) how to increase the IEP team's involvement in facilitating a student-directed planning process.

Transition Made Easy...(ier): Computer Applications & Entrepreneurial Projects via Tech Now - Rick DeRennaux

Room B-1

Session Description: This session will give examples of students' entrepreneurial projects and activities that have been done using the skills taught in the Tech-Now program. Activities are safe, low cost, and rely almost totally on the equipment and supplies used in the current program. Utilizing the technology skills gained in the Tech-Now program, these activities very closely emulate real employment and afford the students opportunities to enhance and practice their team skills as well as develop and practice employment/soft skills.

Breakout Sessions for Wednesday, 9/15 (1:20-2:20)

How to Prepare 9th and 10th Grade Students for Career Tech - Kim Eason

Conference Room B

Session Description: In this session participants will learn how best to prepare high school underclassmen to be successful at Career Tech. Topics will include appropriate placement, academic preparation, family support, and realistic vision.

Involving Parents of Elementary Students in the Transition Planning Process - John Hilborn

Room B-2

Session Description: This session will cover the importance of parent involvement in the transition process and specifically the best practices for involving parents to begin transition planning as early as the elementary years. An explanation for the "how-to's" in getting this accomplished will be covered.

Lessons Learned: Beginning a Transition Program - Jennifer Parker and Jamie Cook

Room C-2

Session Description: An overview of the process Duncan Public Schools began in order to develop a transition program. This will include resources available, transportation, scheduling, community based partnerships, curriculum concerns, portfolios, and an opportunity to problem solve. An outline will provide a step-by-step guide to assist their planning and we will share a list of "hints" for new transition coordinators.

Person-Centered Thinking - Mary Katherine Long and Jenifer Randle

Room B-1

Session Description: This workshop will present an overview of Person-Centered Thinking tools that focus on the importance of being listened to; the role of daily rituals and routines; how to discover what is important to people; how to sort what is important for people from what is important to them; how to address issues of health or safety while supporting choice. This training will provide you with tools that help put important information into words. The tools are easy to use and help everyone to think about the preferences of the person with disabilities.

Summary of Performance and Self-Directed Transition Planning - Lorrie Sylvester

Room A-1

Session Description: Student-Directed Transition Planning (SDTP) is a process whereby students with disabilities, their families, and teachers can jointly clarify culturally relevant visions for post-secondary employment, further education, and adult living. We will demonstrate the SDTP lessons, how they align with IDEA 2004, and show how students can use the lessons to develop their own Summary of Performance.

Tools for Developing Self-Determined Students - Penny Cantley, Amber McConnell, and Karen Little

Room A-2

Session Description: This session is designed to provide a basic overview of *Me! Lessons for Teaching Self-Awareness and Self-Advocacy* and *I'm Determined*. Both lesson plan packages provide tools and resources for teaching students self-determination knowledge and skills. Attendees will learn (a) the basic components of both lesson plan packages, (b) ways to meet PASS and National Standards while using the lessons, and (c) how to access the lessons at no charge.

Understanding DRS and Services- Terrisha Osborn and Melinda Lucas

Conference Room A

Session Description: This session will present information on how to connect with DRS; the goal and the purpose of DRS; what DRS can help you achieve; major services available with DRS; a breakdown of the DRS process and an understanding of client's responsibilities; how schools can best work with DRS; the value of having DRS in your schools.

Breakout Sessions for Thursday, 9/16 (9:00-10:00)

A Framework for Supporting Individuals with Autism - Rene Daman and Julie Smith

Conference Room B

Session Description: Participants in this session will be introduced to a framework for supporting persons with autism spectrum disorders through secondary-transition and into adulthood. This framework is based on the Ziggurat Model, a comprehensive tool to assist in assessment and program planning for ASD.

Community Resources for An Effective Transition - Joni Bruce and Nancy Garner

Conference Room A

Session Description: Finding community resources to support students and families through an effective transition is possible. During this session, you will hear about resource agencies who encourage families and students along their way and support the efforts of staff empowering youth and families to adulthood.

NIMAS: Providing Accessible Materials for Students with Print Disabilities - Linda Jaco and Tessa Stinnett

Room B-1

Session Description: The National Instructional Materials Accessibility Standard (NIMAS) is a provision in the reauthorization of IDEA 2004 and is intended to maximize access to the general education curriculum for students who are print-disabled due to vision, learning, cognitive, or physical disabilities. This session will provide basic knowledge of the Standard and the process in Oklahoma for obtaining accessible instructional materials for students, with emphasis on ABLE Tech's support for LEA's through NIMAS-related equipment demonstrations and short-term loans.

Outside the Box: Community Based Work Experiences after High School - Dee Blose and Brandon Smith

Room A-1

Session Description: This workshop will provide a brief look at innovative ideas for employment for developmentally disabled adult workers, thinking outside the traditional "sheltered workshop" experience; also, developing opportunities for special needs individuals who are not presently being served through the In-Home or Community-Based Waiver program.

Teaching Transition Education Skills in an Inclusive High School Classroom - Debbie Sears and Alicia Farley

Room A-2

Session Description: Goal attainment is a critical transition education skill. This presentation will describe how special education teachers and regular education teachers can infuse goal attainment instruction into a co-taught classroom. We will describe the importance of goal attainment, how goal attainment is taught, and student success stories.

Transition in Mid-Del Schools - Rocky Winkle, Linda Wilson, and Rachel Hurt

Room C-2

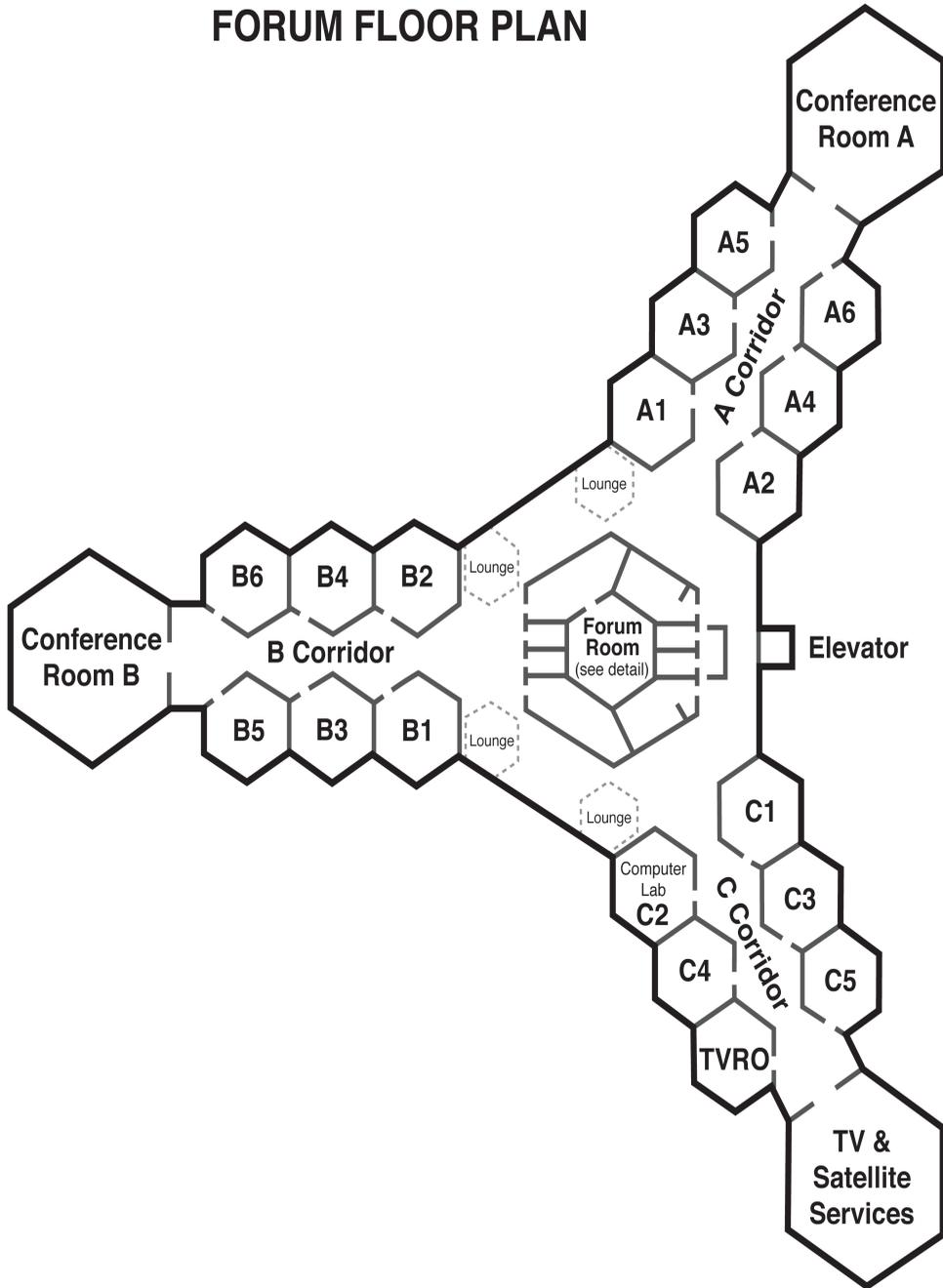
Session Description: This workshop is designed to provide options for training for Special Education students in Mid-Del Schools.

What Students Need to be Taught Before They Graduate - Denise North

Room B-2

Session Description: Preparing students for life is more than academics, but most of the skills can be woven into the school day. Soft skills, job readiness, business writing, and math can all be taught as part of the general curriculum. This session will discuss the need for these critical skills as well as how to teach them.

FORUM FLOOR PLAN



NOTES:



2010
Poster Contest

1st Place Poster Team \$100.00 Gift Card
2nd Place Poster Team \$75.00 Gift Card
3rd Place Poster Team \$50.00 Gift Card

*Be sure to stop by and
view the team posters!*

Sponsored By:



Presenter Biographies

Letha Bauter is the SPDG Project Coordinator for the State Personnel Development Grant. She is co-chair of the Oklahoma Transition Council and serves on the Oklahoma Rehabilitation Council. Through OSDE, she has worked as coordinator for the State Improvement Grant, Project Director of the Oklahoma Deaf-Blind Grant, and monitoring coordinator.

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Joni Bruce is Executive Director of The Oklahoma Family Network, Oklahoma's Family-to-Family Health Information Center for families of children with special needs. She received her B.S. from OSU in 1983.

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Catherine Burzio is the Transition Coordinator of the NEXT STEPS Transition Parent Center funded by the USDOE Rehab Services Administration. She is a former Transition Specialist for Clarke County Public Schools and volunteers with The Chromosome 18 Registry & Research Society as the Vice President for Member Relations.

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Penny Cantley is a Ph.D. Candidate in the Dept. of Educational Psychology at OU. She has six years experience as a special education teacher in both elementary and high school, and has three years teaching experience at the college level.

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Emily Cheng has worked as an academic advisor and disability services coordinator at OSU-OKC since 2005. She has a Master's degree in Rehabilitation Counseling with a background in mental health counseling and vocational rehabilitation.

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Jamie Cook has served as a special education teacher for seven years as well as special education director for Duncan Public Schools for four years. She has partnered with local businesses and DRS to improve transition services for their students.

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Presenter Biographies

Rene Daman is the director of the Oklahoma Autism Network at OUHSC. She has been with the Dept. of Rehabilitation Services since 1999 and has provided training and technical assistance for providers who support children with autism and their families.

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Marsha Dempsey is a third-year doctoral student in Special Education at OU. Her experiences include providing special education to elementary and middle school students with severe emotional and behavioral disorders. She has worked with OTI and NSTTAC as a team facilitator.

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Rick DeRennaux is the President and CEO of Tech-Now, Inc. He has received numerous awards for his achievements and dedication to the teaching profession. He has presented at national and state conferences on topics in the ever-changing education profession. He has taught elementary, middle, and high school students with special needs.

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Kim Eason is the Academic and Transition Specialist for the Oklahoma Dept. of Career Tech. Prior to joining CTE in 2009, she spent 18 years in the classroom, teaching high school language arts. She is also the parent of a student with learning disabilities.

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Alicia Farley received her M.Ed. from Southeastern Oklahoma State University and has worked as an English teacher at Durant for a number of years. She has taught middle school and high school.

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Nancy Garner is the Director of Special Projects for the Oklahoma Parents Center. She is the mother of three children and grandmother of two amazing granddaughters. She has been a teacher, research coordinator, social worker, and a long time advocate for children with special needs. She travels throughout the state, providing training and support to parents and professionals, and sharing the insight gained from her experience as a parent of a young adult with disabilities, as well as her professional knowledge.

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Rhonda Heller is the Special Education Coordinator for the secondary level at Owasso Public Schools. She is a member of the Owasso Area Transition Team.

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Presenter Biographies

John Hilborn has 31 years experience in the field of special education. He is currently working for the Broken Arrow Public Schools as a Transition Specialist and Special Education Department Chair and is an adjunct instructor for North-eastern State University, Broken Arrow.

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Rachel Hurt has been teaching for many years with a strong focus on Transition. Her team has worked with the PAES lab for six months.

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Linda Jaco is the Director of Sponsored Programs at the Seretean Wellness Center at OSU where she oversees a number of state and federal programs, including Oklahoma ABLE Tech, totalling in excess of \$3 million annually. She actively participates in a number of task forces, boards, and committees related to disability services.

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Betsy LeFrancois has taught secondary Special Education in the Moore School District for 31 years and has been the Transition Team Leader since the inception of OTI.

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Karen Little is a doctoral student in the Dept. of Educational Psychology at OU. Her background includes experience as a teacher at the elementary and middle school level, special education coordinator, and assistant principal.

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Mary Katherine Long is a Special Programs Coordinator at the Center for Learning and Leadership, a federally designated University Center for Excellence in Developmental Disabilities. She has an extensive background in disability advocacy and disability services. She currently delivers training in Person Centered Thinking and Essential Lifestyle Planning.

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Melinda Lucas is a Transition Counselor in Tulsa who has worked with transition students for four years. She is assigned to four high schools and is the Rehab Counselor over Project Search at St. John's. She has experience with School Work Study, Work Adjustment, and Vocational Evaluation for transition students.

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Presenter Biographies

Amber McConnell is a doctoral student in the Dept. of Educational Psychology at OU. She has six years experience as a special education teacher and has played an active role in OTI as a team member, leader, and presenter for the past four years.

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James Martin holds the Zarrow Family Chair in Learning Enrichment at the University of Oklahoma and he directs the OU's Zarrow Center. CEC's Division on Career Development and Transition awarded Dr. Martin the Oliver P. Kolstoe Award for his efforts to improve transition education practices.

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Denise North has worked in Special Education for 18 years, eight years in comprehensive schools and Alternative school. The other years have been in the Career Tech system, first at Gordon Cooper, then at the Oklahoma State Dept of Career Tech as the Disability Services Specialist, working with technology centers around the state. She is now Director of Disability Services at Metro Technology Centers where she works with staff and both secondary and post-secondary students with disabilities.

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Terrisha Osborn is a Vocational Rehabilitation Specialist with the Dept. of Rehabilitation and has been with the agency five years. She is a transition specialist who works with Moore, Noble, and Norman Public Schools as a certified rehabilitation counselor.

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Jennifer Parker has been a special education teacher, ESL teacher, department head, and school diagnostician in several school districts and grade levels. She holds a Bachelor's degree in Special Education from OSU and her Master's of Education degree is from Houston Baptist University.

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Presenter Biographies

Jenifer Randle is the Advocacy & Training Coordinator for Youth programs at the Oklahoma Developmental Disabilities Council. She was a special educator for 14 years in an urban district, teaching students with multiple disabilities. Besides coordinating the Oklahoma Youth Leadership Forum, she delivers training in Person Centered Thinking and Essential Lifestyle Planning.

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Debbie Sears received her M.Ed. from Oklahoma City University and has worked as a special education teacher at Durant High School for a number of years. She is an active member of her regional transition team and participates in Oklahoma Transition Institute activities. She has taught K-12.

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Julie Smith is the assistant director of the Oklahoma Autism Network at OUHSC. She has provided training and technical assistance for assessment and development of the individualized family service plan in SoonerStart, early childhood transition, evidence-based practice, parent-child interaction, sensory processing, and supporting children with challenging behaviors/autism and their families.

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Tessa Stinnett is a speech-language pathologist and has provided assistive technology consultations in addition to teaching assistive technology topics at regional, state, and national conferences. She currently works with Oklahoma ABLE Tech at OSU as an AT Specialist and teaches Augmentive Communication for graduate speech-language pathology students.

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Lorrie Sylvester earned her PT degree from the University of Oklahoma, MS from Purdue University, and will complete her PhD in special education at OU this fall. While at the Zarrow Center for Learning Enrichment, she co-developed and investigated the SDTP lessons. Her research, teaching, and clinical practice focuses on enabling youth and adults with developmental disabilities achieve their chosen goals.

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Presenter Biographies

Susan Teague is a School Psychologist at Owasso and serves secondary grades 8-12. She is a member of the Owasso Area Transition Team.

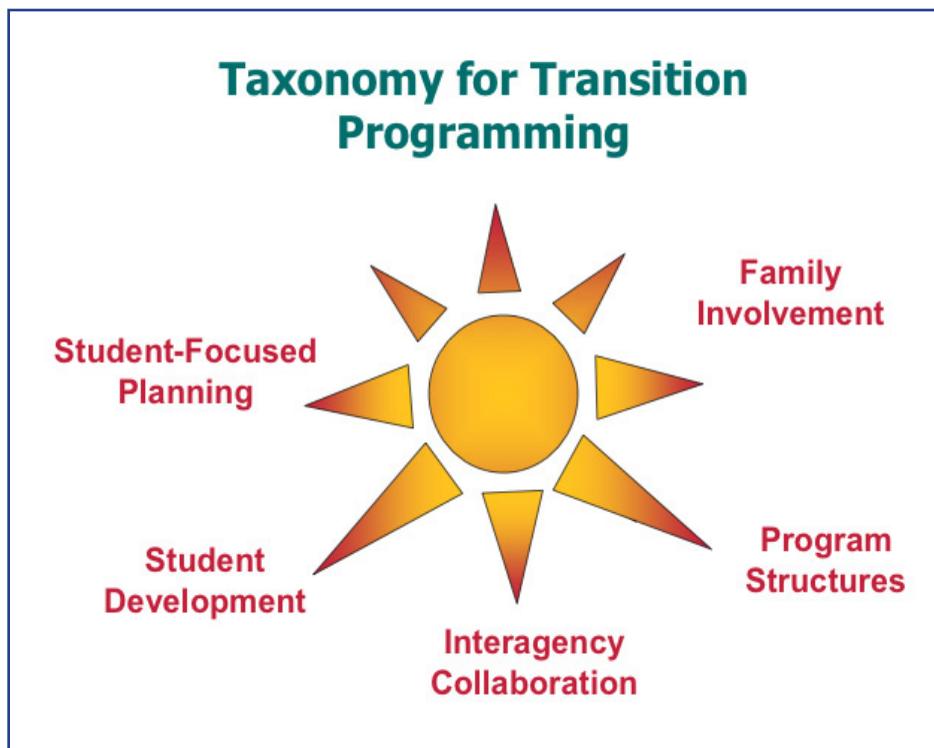
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Linda Wilson has been teaching for many years with a strong focus on Transition. Her team has worked with the PAES lab for six months.

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Rocky Winkle has been a high school Special Educator and coach for 28 years, and the Transition Coordinator for Mid-Del Schools for one year. His team has worked with the PAES lab for six months.

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Oklahoma Transition Council Members

| | | | | |
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| Letha Bauter | Mike Chapman | Nancy Garner | Anita Lena | Kim Osmani |
| Joni Bruce | Kathy Curtis | Theresa Hamrick | Valeria Littlecreek | Jennifer Randle |
| Marqus Butler | Rene Daman | John Hilborn | Tammie Lore | Anita Selvidge |
| Michelle Butts | Rick DeRennaux | Linda Jaco | James Martin | Mike Shuttic |
| Dana Cantwell | Kim Eason | Sue Keller | Teresa McDermott | Julie Smith |
| Regina Chace | Janet Felton | Mary Lee | Denise North | Jamie Van Dycke |

Affiliations

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Oklahoma Department of Human Services, Developmental Disabilities Services Division
Oklahoma Department of Human Services, Family Support Services
Oklahoma Department of Rehabilitation Services
Oklahoma Department of Mental Health and Substance Abuse
Oklahoma State Department of Education, Special Education Services
Oklahoma Department of Career and Technology Education
Oklahoma Employment Security Commission
Oklahoma Rehabilitation Council
Oklahoma State University
Owasso Public Schools
Oklahoma ABLE Tech, Seretean Wellness Center, Oklahoma State University
Parent Training and Information Center of Oklahoma
Tech-Now Inc.
University of Oklahoma Health Sciences Center, Child Study Center
University of Oklahoma, Zarrow Center for Learning Enrichment





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