Table of Contents

Introduction.........................................................1
The OETT Approach.............................................2
OETT 2016 Grant Recipients .................................3
The Year in Pictures..............................................4
OETT Impact Map...............................................8
Spotlight: Ft. Towson High School...........................10
Financial Report...................................................12
Grants by the Numbers 2015.................................14
Grantee Evaluation 2015........................................15
OETT Leadership..................................................16


Each year, the Oklahoma Educational Trust (OETT) shares in our Annual Report how ever-evolving technology is constantly changing the way we live and how we learn.

Consider this, when OETT was established in 2001, Apple had just launched the first generation iPod and the iPhone was still six years down the road. Wi-Fi was still in its infancy and there was no Facebook, Twitter or Instagram.

Without a doubt, the men and women who established OETT that same year were true visionaries. They saw the benefits and necessity of providing tools and training to help Oklahoma schools, educators and students keep pace with the technological explosion to come.

With initial funding of $30 million from AT&T, OETT was created through the leadership of Oklahoma’s attorney general, Drew Edmondson. OETT’s mission then and now is to equip Oklahoma common school and Career Tech students with the technology and technological skills necessary to compete in the global marketplace. By providing funds for computer and telecommunications equipment, infrastructure, leadership and professional development to implement and advance integration of technology into classroom instruction, we are enhancing the art and science of teaching and learning.

This annual report provides a look at our 2016 grant recipients and how schools and teachers are putting OETT technology to work in the classroom. We also look at the ongoing growth of our 2015 recipients and the progress they are making.

We celebrate the training of almost 7,000 teachers and the impact our grants have made on the education of more than 101,000 students. All of this was achieved through solid fiscal stewardship. While 63 percent of the original $30 million investment in OETT has been distributed, our assets have grown to nearly $35 million, with nearly $13 million being invested in Oklahoma’s education system last year alone.

Technology has dramatically changed our world and our classrooms since 2001, and it will continue to do so at breathtaking pace. OETT’s financial strength and undaunted commitment to our mission will aid Oklahoma students as they embrace a technological world and economy with the confidence and knowledge they need to lead our state and nation fearlessly into the future.
A Time-Tested Approach

1 LEADERSHIP TRAINING

To help administrators better understand what is necessary for school and students’ success, OETT contracts with the K20 Center for Educational and Community Renewal at the University of Oklahoma to provide leadership training to school superintendents and building principals. Phase I participants spend two days learning about IDEALS for Student Achievement and how to integrate technology into the classroom for improved student achievement through authentic instruction. Back to Leadership is a program also available for administrators who want to dig deeper and sharpen their skills.

2 GRANTING PROCESS

Schools and districts whose superintendents and/or administrators have completed Phase I are eligible to apply for OETT grants. Phase II grants provide new technology equipment, staff release time and professional development throughout the grant year. Schools are selected through a blind evaluation process by grant review teams representing the fields of education, technology and community leadership.

Simply putting technology in our classrooms is of no value if students and teachers cannot use these resources to enhance the educational experience. This is why OETT also funds our training partner, the K20 Center for Educational and Community Renewal at the University of Oklahoma. K20 trains teachers and administrators using its IDEALS (Inquiry, Discourse, Equity, Authenticity, Leadership and Service) framework, giving them the knowledge and skills they need to integrate their OETT technology into the classroom setting.

Cyril Elementary
Dewey High School
Duncan’s Plato Elementary
Edmond’s Will Rogers Elementary
Hollis High School
Macomb Public Schools
McAlester’s Emerson Elementary
Norman’s Lincoln Elementary
North Rock Creek Public Schools
OKC’s Adams Elementary
Perkins-Tryon Intermediate Elementary
Pocola Middle School
Putnam City’s Hilldale Elementary
Purcell Elementary
Salina Public Schools
Stratford Middle School
Tahlequah’s Greenwood Elementary
Union’s Marshall T. Moore Elementary
Vian Elementary
Weatherford’s East Elementary

2016 GRANT RECIPIENTS
OETT YEAR IN PICTURES

EDMOND WILL ROGERS ELEMENTARY

STRATFORD MIDDLE SCHOOL

UNION MARSHALL T. MOORE ELEMENTARY

PURCELL ELEMENTARY

PERKINS-TRION INTERMEDIATE SCHOOL

HOLLIS HIGH SCHOOL

OKC ADAMS ELEMENTARY

SALINA PUBLIC SCHOOLS

WEATHERFORD EAST ELEMENTARY

DEWEY HIGH SCHOOL

CYRIL ELEMENTARY
Visionary couple uses grants to transform Fort Town's curriculum, instruction

OETT Spotlight

A chain of events led to Fort Towson High School becoming an OETT grant recipient in 2015...and it all began when husband and wife Nicole and Arnold Rech moved to Oklahoma about eight years ago.

Baltimore natives who have lived much of their lives overseas, the couple fell in love with the Soon State when Arnold was a young Air Force pilot at Vance Air Force Base. Arnold went on to retire from the Air Force, as well as from a career with General Dynamics after that. Then, after years of teaching at international schools in Saudi Arabia and Egypt, the couple decided it was time to move back to the states — and eyed a relocation to Oklahoma.

The two began to research waterfront homes available in Oklahoma and found a beautiful property on Lake Raymond Gary in Fort Towson, only about two miles from the town’s high school. The rest, as they say, is history.

They settled on the lakefront property, joined the Fort Towson High School faculty, and in the last seven years, have successfully pursued grant opportunities for the school. Their work has transformed school and classroom technology at Fort Towson and resulted in the school implementing John Dewey’s vision for project-based learning. In her advanced classes, Nicole teaches in the cognitive apprenticeship method, which uses both Dewey and Lev Vygotsky as its theoretical framework.

Nicole’s classes include Biology, Biology II and Microbiology, and Arnold teaches Chemistry, Physical Science and Life Science. Both enjoyed infinite resources when teaching in the Middle East. Their goal in rural Oklahoma has been to secure the type of technology needed to advance education and ensure graduates are ready for the rigors of college.

The OETT grant the couple has won for Ft. Towson, along with a grant written by the school’s technology committee, has taken the school from having only 18 laptops to a school with more than 100 devices for students for all core subjects and such advanced science technology as a spectrophotometer, PCR, electrophoresis equipment, research microscopes and an autoclave. Their approach has been to optimize the school’s OETT grant with other opportunities to have a coordinated grant approach that is fully-aligned with cross-curricular learning objectives.

“Without these grants, small schools like ours would not be able to fund the technology we need to prepare students for STEM career paths,” Nicole said, “and the coordination of combined grants is what is transforming instruction. I have several grants and am part of several outreach university programs. One grant would not be enough. Yet together they support each other and the cross-curricular approach we have at this school.”

Nicole explained that she rarely lectures to her class. Rather, her approach is as Dewey’s was. She serves as the classroom’s lead scientist and her students are apprentice scientists. Learning occurs through project-based learning with cross-curricular connections.

For instance, Nicole’s learning objectives require students to be actively engaged in one of three research projects with community implications or applications. At the end of the year, students must produce a high-quality research paper suitable for publishing in a science journal. So, Nicole’s colleagues in the English and mathematics departments incorporate their respective instruction to complement the science objectives.

“It has changed the culture of the school quite a bit,” Nicole said, praising the high-level of support the school’s principal, Phil Hall, has given. “It’s authentic research with connection to the community and that really resonates with learners.”

Technology procured with grants like OETT is allowing Nicole’s students to characterize the honey bees of southeast Oklahoma. The students are also exploring whether different Rhizobia strains can increase soybean farmers’ yield counts and reduce the financial and environmental costs of their use of nitrogen. Soybeans are a major crop in the Fort Towson area.

Other ongoing research is the Wolbachia project, in which Nicole’s students are studying the amount of insects in Fort Towson infected with Wolbachia, a non-pathogenic bacteria that reduces insects’ ability to transmit diseases, but at the same time can sterilize male insects. Last year, Nicole’s students published on Wolbachia in the National High School Journal of Science and she expects nothing less of this year’s students.

While she and Arnold have already retired from several careers in their lives, Nicole said they do not expect to retire from teaching any time soon.

“This is our fun. We both love science and the students. We also love what has happened in this school and this town. We have no plans to let up!”
# Statement of Activities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTRIBUTION RECEIVED</strong></td>
<td>-</td>
<td>668,712</td>
<td>745,108</td>
<td>711,231</td>
<td>592,869</td>
</tr>
<tr>
<td><strong>INVESTMENT EARNINGS</strong></td>
<td>668,712</td>
<td>745,108</td>
<td>711,231</td>
<td>592,869</td>
<td>660,922</td>
</tr>
<tr>
<td><strong>REALIZED GAINS/LOSS ON INVESTMENT</strong></td>
<td>(285,130)</td>
<td>3,484,454</td>
<td>2,124,664</td>
<td>1,576,518</td>
<td>981,187</td>
</tr>
<tr>
<td><strong>UNREALIZED GAINS/LOSS ON INVESTMENT</strong></td>
<td>2,355,810</td>
<td>(4,597,383)</td>
<td>(817,138)</td>
<td>3,614,888</td>
<td>1,939,753</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>2,739,419</td>
<td>(375,394)</td>
<td>2,018,757</td>
<td>5,783,975</td>
<td>3,581,862</td>
</tr>
</tbody>
</table>

| EXPENSES | | | | | |
|**AUDIT** | 5,600 | 5,600 | 5,200 | 5,200 | 4,500 |
|**BANK CHARGES** | 375 | 259 | - | - | 25 |
|**INSURANCE** | 5,174 | 5,174 | 5,139 | 4,702 | 4,652 |
|**GRANT EXPENSE** | 1,365,000 | 1,466,204 | 1,325,000 | 1,270,000 | (42,000) |
|**MANAGEMENT FEES** | 205,607 | 213,806 | 216,590 | 201,426 | 186,561 |
|**MEETING EXPENSES** | 2,694 | 2,799 | 4,103 | 3,282 | 2,498 |
|**MISC. EXPENSES** | - | 50 | 25 | 15 | 78 |
|**PORTFOLIO FEES** | 95,193 | 101,493 | 104,706 | 99,753 | 91,628 |
|**PROFESSIONAL FEES** | 500 | 1,000 | 500 | 4,000 | 2,000 |
|**PRINTING & PUBLICATION** | 4,814 | 1,847 | 310 | - | 4,303 |
|**WEBSITE** | - | - | - | - | - |
| **TOTAL EXPENSES** | 1,684,957 | 1,799,170 | 1,661,573 | 1,588,376 | 254,245 |
| **EXCESS OF REVENUES OVER EXPENSES** | 1,054,462 | (2,174,564) | 357,184 | 4,195,597 | 3,327,617 |

# Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH</strong></td>
<td>229,490</td>
<td>226,806</td>
<td>160,851</td>
<td>62,686</td>
<td>46,288</td>
</tr>
<tr>
<td><strong>INVESTMENT</strong></td>
<td>35,131,464</td>
<td>34,807,287</td>
<td>36,044,597</td>
<td>35,751,757</td>
<td>31,547,317</td>
</tr>
<tr>
<td><strong>ACCRAUED INTEREST</strong></td>
<td>13,573</td>
<td>6,000</td>
<td>34,912</td>
<td>54,255</td>
<td>26,782</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>35,374,528</td>
<td>34,320,093</td>
<td>36,240,360</td>
<td>35,868,698</td>
<td>31,620,387</td>
</tr>
</tbody>
</table>

| LIABILITIES & NET ASSETS | | | | | |
|**GRANTS PAYABLE** | 285,000 | 293,102 | 40,000 | 5,000 | - |
|**ACCRAUED FEES** | 7,102 | 7,492 | 7,591 | 6,695 | 6,694 |
|**TOTAL LIABILITIES** | 292,102 | 300,594 | 47,591 | 11,695 | 6,694 |
|**UNRESTRICTED NET ASSETS** | 35,082,426 | 34,019,499 | 36,192,769 | 35,857,003 | 31,613,693 |
| **TOTAL LIABILITIES & NET ASSETS** | 35,374,528 | 34,320,093 | 36,240,360 | 35,868,698 | 31,620,387 |

| 2007 | 33,211,972 |
| 2008 | 25,365,642 |
| 2009 | 29,179,777 |
| 2010 | 31,261,104 |
| 2011 | 29,560,350 |
| 2012 | 31,620,386 |
| 2013 | 35,849,354 |
| 2014 | 36,240,360 |
| 2015 | 34,328,168 |
| 2016 | 35,374,528 |
2015 GRANTS BY THE NUMBERS

OETT GRANTS SERVED:

9,221 STUDENTS
614 TEACHERS

ELEMENTARY: 12
MIDDLE/JH: 2
HIGH SCHOOL: 4
DISTRICTS: 4

2015 GRANT SCHOOL EVALUATION

<table>
<thead>
<tr>
<th>GRANT SCHOOLS 2015</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DID NOT MEET EXPECTATIONS</th>
<th>SUSTAINABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ada Washington Grade Center</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amber-Pocasset ES</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartlesville Central MS</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethany HS</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central High ES</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinton Nance ES</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deer Creek HS</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dewey ES</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edmond Westfield ES</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Towson HS</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenville ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howorth Junior High</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hollis MS</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydro-Esky ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McAlester Edmond Doyle ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McAlester Will Rogers ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moore Fisher ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morrison ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Fe South Charter/OCPs</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stratford ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union City HS</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon Independence ES</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>17</strong></td>
<td><strong>5</strong></td>
<td><strong>0</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

EXCEEDED EXPECTATIONS

- Strong, shared and supportive leadership including district/site and/or learning team
- Professional learning communities being established
- Plan developed for sustaining or exceeding grant goals
- Staff committed to technology integration

MEET EXPECTATIONS

- Traditional philosophy leadership
- Professional learning communities being established
- Staff committed to technology integration
- Staff committed to professional learning and sharing
- Evidence of practices of high-achieving schools

DID NOT MEET EXPECTATIONS

- Lack of support for professional development at district and/or site level
- Significant resistance to change at district and/or site level
- Combination of multiple factors listed in "Meet Expectations"

SUSTAINABILITY

- Significant resistance to change at district and/or site level
- Evidence of practices of high-achieving schools

How We Measure:

- 6 Indicators: Significant Success
- 5 Indicators: Moderate Success
- 1-2 Indicators: Minimal Success
OETT
Leadership

Board of Trustees & Appointing Entities
Bob Stafford, Chair - AT&T Appointee
Shawn Hines, Vice-Chair - OSSBA Appointee
John A. Wright, Secretary - House of Representatives Appointee
Dr. Phil Binkenbinder - Career Tech Appointee
Pam Deering - CCOSA Appointee
David DuVall - OEA Appointee
Robert Franklin - State Senate Appointee
Scott Parks - State Department of Education Appointee
Sandy Scafetta Johnson - Attorney General Appointee

Audit Committee
Scott Parks, Chair
Dr. Phil Berkenbinder
Mark Stewart
Bob Stafford, ex-officio

Finance & Investment Committee
Shawn Hines, Chair
Ann Dagg
David DuVall
Claudia Hollman
John Wright
Bob Stafford, ex-officio

Management Team
Communities Foundation of Oklahoma (CFO) & Foundation Management, Inc. (FMI)
Frank W. Merrick, FMI President
Will Merrick, FMI Executive Vice President
Randy Mason, CFO Executive Director
Susan R. Gravens, OETT Executive Director & Evaluation Associate
Sherrie Schroeder, Vice President of Accounting
Kari Blakley, Vice President of Operations
Jane Teench, Administrative Coordinator

Investment Team - BancFirst Trust & Investment Management
Jon Bowers
Brad Zenger

Professional Development Team Leads - K20 Center at the University of Oklahoma
Dr. Gregg Gam, Dean of OU College of Education
Dr. Leslie Williams, K20 Director
Dr. Linda Atkinson, K20 Associate Director
Dr. Sharon Wilbur, K20 Associate Director/OETT Phase I
Dr. Nicki Watkins, K20 OETT Director Phase II

Investment Management
BancFirst Trust

Operational Management
Communities Foundation of Oklahoma (CFO) through Foundation Management, Inc. (FMI)

K20 Center

Schools

Phase I
leadership

Phase II
professional development
in schools

$40,000 technology grants

$30 million initial funding came from Southwestern Bell (now AT&T) to establish the trust