DK CAPITAL GROUP

Technical Workforce Development Initial Organizational Structure

A lean trust-based structure for beginning the Regional Technical Workforce Development Initiative without creating a permanent operating organization before one is needed.

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1. Purpose and Startup Philosophy

The Technical Workforce Development Initiative is intended to begin through a privately funded trust rather than by creating a separate nonprofit or operating company at the outset.

The Trust would hold the capital and establish the purpose, controls, and major funding decisions. A small group of outside professionals and contractors would provide the legal, financial, administrative, and program-development capability needed to begin operating. Technology centers and qualifying two-year colleges would continue to run the actual educational programs and student-facing work.

The contracted program office is not a separate organization. It is simply the working team engaged by the Trustee on behalf of the Trust. The structure can remain lean while the first projects are developed and can grow only when operating experience shows that more permanent capacity is justified.

The initial pilot would likely begin with one or two technology centers and one qualifying two-year college in or near the initial planning region, together with a small group of employers tied to the first projects.

2. Initial Organizational Structure

Role	Initial Responsibility
Initial Trustee	Forms and funds the Trust, engages the professional and contracted team, approves major commitments, and establishes the early operating model.
Outside Counsel	Trust documents, governance, authority, agreements, contracting, liability, succession planning, and legal review of school/employer funding arrangements.
CPA / Accounting Firm	Trust accounting, tax treatment, banking controls, reconciliations, financial statements, restricted-fund accounting, and financial oversight.
Trust Administration & Operations Provider	Routine back-office support: contractor administration, HR-related administration, records, document control, payment documentation, insurance records, IT/file access, and administrative continuity.
Technical Workforce Program Director	Identifies workforce needs, develops projects with schools and employers, coordinates implementation, and evaluates whether funded projects create the intended workforce capacity.
Financial & Funding Manager	Builds project budgets, identifies outside funding, coordinates multi-source funding packages, tracks project-level restrictions and commitments, and supports funding decisions.
Participating Schools / Colleges	Select and train students, administer educational programs and work-based placements, manage approved program funds, maintain student and training records, and report results.

Role	Initial Responsibility
Participating Employers	Hire and pay trainees when applicable, provide legitimate technical training and supervision, communicate with instructors, and give practical feedback on student skills and program needs.

The structure deliberately separates program judgment, financial management, professional advice, and educational administration. No single contractor should control the entire process from project selection through payment.

Authority to Bind the Trust

Contractors may develop projects, negotiate working details, and make recommendations, but they should not be able to promise funding, sign agreements, incur obligations, or otherwise bind the Trust unless that authority has been specifically delegated in writing. Schools and employers should know when they are discussing a possible project and when the Trust has actually approved a commitment.

3. Professional and Administrative Foundation

The Trust should have a sound legal, financial, and administrative foundation before the program contractors begin developing projects. The purpose is not to build a large office. It is to make sure the Trust can contract, pay, document, protect, and oversee the work professionally from the beginning.

Outside Counsel

- Prepare or review the Trust documents and the powers of the initial Trustee.
- Confirm the Trust's authority to support schools, student needs, employer training incentives, equipment, facilities, and other workforce activities.
- Establish contracting and signature authority, spending approval rules, and appropriate separation of responsibilities.
- Develop basic contractor agreements and school or college funding agreements.
- Advise on employer reimbursements, employment and apprenticeship issues, privacy, insurance, liability, and other legal questions as projects develop.
- Provide for the later transition from initial Trustee to successor trustee(s) and an appropriate Trust Protector or Trust Director role.

CPA / Accounting Firm

The CPA's role is to make sure the Trust's accounting, tax treatment, banking controls, and financial reporting are handled correctly. The CPA should not be expected to develop workforce projects or pursue grants unless the firm separately has that capability.

- Establish the accounting system, chart of accounts, tax treatment, reporting calendar, and banking controls.
- Maintain or oversee reconciliations and financial statements.
- Create a practical method for tracking restricted funds by school, project, and funding source.
- Establish contractor invoicing, expense reimbursement, and payment procedures.
- Work with the Financial & Funding Manager on the accounting treatment of multi-source projects.

- Help distinguish administrative operating expenses from program capital and program expenditures.

Trust Administration & Operations

The Trust also needs a modest back office. This function can be outsourced and does not require a traditional HR department or permanent staff at startup.

- Contractor onboarding, agreements, renewals, and administrative records.
- HR-related support, including basic background/reference review where appropriate.
- Invoice and payment-support documentation.
- Insurance certificates, qualification records, and other contractor compliance documents.
- Secure storage of Trust, school, employer, grant, and project records.
- Controlled IT and file access for contractors and professional advisors.
- Meeting records, project files, and routine administrative support to the Trustee.
- Continuity of records and access when a contractor leaves or is replaced.

Operating Funds and Program Funds

The Trust should distinguish between the cost of running the initiative and the capital committed to workforce programs.

Category	Examples
Trust / Administrative Operating Expenses	Attorney, CPA, Trust administration, contractor compensation, insurance, IT, travel, professional services, and other costs of administering the initiative.
Program Funds	School grants or restricted funding, equipment, instructor startup support, facilities, transportation, student tools, certification costs, employer training incentives, and other approved workforce-development expenditures.

Keeping these categories separate will make it easier to understand what the program itself is costing, how much capital is actually reaching workforce projects, and whether administrative expense remains reasonable as the initiative grows.

Trust Reserves and Undeployed Capital

Not all Trust capital will be committed immediately. The Trustee, CPA, bank, and appropriate financial advisor should establish how operating cash, committed project funds, near-term reserves, and longer-term undeployed capital are held or invested. The investment approach should preserve liquidity for expected program commitments while protecting capital that is not needed immediately.

Conflict of Interest and Vendor Integrity

Anyone involved in recommending or approving a project should disclose any personal, family, business, or financial interest that could affect the decision. Related-party transactions or vendor relationships should receive independent review before Trust funds are committed. The purpose is not to make ordinary local relationships difficult; it is to make sure program decisions are made for the workforce need and that the Trust can explain why a vendor, contractor, school, or employer was selected.

4. Contracted Program Office

Once the professional and administrative foundation is in place, the Trust would engage a small contracted program office. Two core contractors should be enough to begin.

Technical Workforce Program Director

The Program Director works at the program and relationship level. The Director should understand technical education, employers, workforce needs, and Oklahoma communities, but should not take over the school's instructional or student-management responsibilities.

- Identify technical workforce shortages and promising training opportunities.
- Meet with school leaders and instructors to understand existing programs and capacity constraints.
- Develop relationships with employers that use technically skilled workers.
- Determine whether the real problem is equipment, instructors, access, scheduling, employer participation, outdated training, student readiness, or another constraint.
- Help schools and employers shape practical projects for consideration.
- Coordinate implementation after funding is approved.
- Review results and identify recurring employer feedback that should affect future training.
- Bring in technical specialists when a project requires expertise beyond the Director's own experience.

The school remains responsible for admission, instruction, student performance, discipline, credentials, and individual placement decisions. The Program Director evaluates programs and workforce capacity, not individual students.

Financial & Funding Manager

The Financial & Funding Manager works with the Program Director and participating schools to determine how each approved project can be funded and financially managed. This is different from the CPA, whose responsibility is the Trust's accounting and tax framework.

- Build project budgets with the Program Director and participating school.
- Identify CareerTech, Perkins, WIOA, apprenticeship, federal, foundation, manufacturer, dealer, and other relevant funding opportunities.
- Determine which organization is eligible to apply for and receive each funding source.
- Coordinate multi-source projects without unnecessarily routing outside money through the Trust.
- Track project budgets, commitments, matching requirements, allowable costs, deadlines, and reporting obligations.
- Work with school finance staff and the CPA so project-level funding and Trust accounting remain consistent.
- Alert the Trustee and Program Director when restrictions or timing make an outside funding source impractical.

The Financial & Funding Manager does not decide alone which projects receive Trust money and should not have unilateral authority to release funds. Major grant applications may also require a specialized grant writer or subject-matter consultant rather than expecting the Funding Manager to be expert in every program.

Outside Funding Is Leverage, Not the Mission

Public, foundation, manufacturer, and other outside funding should be pursued when it strengthens or extends a worthwhile project. The availability of a grant should not determine the initiative's priorities. If a sound workforce project should proceed and waiting for outside funding does not make sense, the Trust should be able to fund the project without allowing the grant calendar to drive the program.

Working Input Without Another Board

The Program Director should be free to bring school administrators, instructors, employers, and technical specialists together when their practical input would improve a project or identify a recurring workforce issue. These working conversations do not need to become a formal advisory board. The goal is to keep the program close to the people doing the training and hiring without adding another layer of governance.

5. How a Project Moves Through the Organization

The process should stay straightforward. Each project should move from a demonstrated need to an approved response, funding, implementation, and review without asking one participant to do another participant's job.

Step	How It Works
1. Need identified	Program Director works with schools, instructors, employers, and workforce information to identify a real technical shortage or capacity problem.
2. Response developed	Program Director and school determine what training, equipment, instructor, access, or employer component would address the problem.
3. Funding package built	Financial & Funding Manager identifies school, public, foundation, manufacturer, employer, and Trust resources and develops the project budget.
4. Professional review	Attorney, CPA, insurance/risk advisor, grant specialist, or technical consultant reviews the project when the nature or size of the commitment warrants it.
5. Trust commitment approved	Trustee approves the Trust's commitment and the appropriate school or program agreement.
6. Program administered	School operates the training, selects students, manages instruction and placements, and administers approved program funds within the agreement.
7. Employer participates	Employer hires and pays trainees where applicable, provides supervision and technical training, and gives the school meaningful feedback.
8. Results reviewed	School reports outcomes; Program Director and Financial & Funding Manager review whether the project created the expected workforce capacity and used the funding as intended.

Routine Spending After Project Approval

The Trustee should approve the commitment and major exceptions, but the structure should not require the Trustee to personally approve every routine invoice forever. Once a project and budget are approved, counsel and the CPA should establish reasonable delegated authority.

A practical model could be: the Program Director confirms that a program expense is appropriate; the Financial & Funding Manager confirms that it fits the approved budget and funding restrictions; Trust Administration verifies the documentation and processes the payment; and the Trustee or successor trustee handles commitments, amendments, exceptions, and expenditures above established limits. The exact thresholds should be developed professionally.

School and Employer Accountability

Schools receiving significant private investment should agree in advance on what the funding is intended to accomplish and provide reasonable follow-up on whether the capacity was actually created and used. When equipment or facilities become part of the institution, the agreement should normally address ownership, maintenance, insurance, consumables, routine operating cost, and eventual replacement.

Employers receiving a training incentive should provide genuine work-based technical training, appropriate supervision, a safe work environment, and regular feedback to the school. The incentive should not continue when the arrangement has become primarily subsidized routine labor rather than training.

Records, Continuity, and Student Privacy

The Trust should own or retain access to the institutional records needed to continue the program when contractors change. School contacts, employer contacts, grant calendars, project histories, budgets, work product, passwords and system access, and funding records should not reside only with one contractor.

Student educational records should remain primarily with the school. The Trust should receive only the information reasonably necessary for program accountability. Counsel should address FERPA, privacy, data-sharing agreements, and whether personally identifiable student information is needed for any particular program.

Risk and Insurance Responsibility

Each participant should normally remain responsible for the risks it controls. Schools would be responsible for their educational activities, facilities, and students while under school supervision; employers would be responsible for their workplaces, payroll, employees, and work-based supervision; contractors would be responsible for their professional work; and the Trust would be responsible for its own activities and assets. Counsel and insurance advisors should confirm the required coverage, indemnification, and exceptions for each project.

Periodic Program Review

In addition to reviewing individual projects, the Program Director and Financial & Funding Manager should periodically give the Trustee a concise view of the program as a whole. That review should show active projects, Trust capital committed and spent, outside funding leveraged, school and employer participation, results, problems, upcoming decisions, and recommendations. A simple portfolio review once or twice a year should be enough during the pilot stage and will make the later transition to successor trustees easier.

6. Trustee Succession and Protector / Trust Director Role

The creator would initially serve as Trustee while the Trust documents, banking, contractors, first school relationships, and approval practices are being established.

The intention is not for the creator to remain responsible for daily approvals indefinitely. As the program becomes stable, routine trustee responsibilities should transition to qualified successor trustee(s), with the creator retaining an appropriate Trust Protector, Trust Director, or similar oversight role as determined by counsel.

Successor Trustee Structure

The mature trustee structure should be a deliberate professional decision rather than assumed now. Counsel should evaluate whether the Trust is best served by one independent or professional trustee, co-trustees with complementary expertise, or another structure that provides sound financial judgment, continuity, and appropriate oversight.

Protector / Director Focus

- Protect the purpose and long-term direction of the Trust.
- Participate in trustee appointment or removal as provided in the Trust agreement.
- Review major changes in purpose, structure, or long-term direction where counsel determines that authority is appropriate.
- Provide continuity if the program later transitions into Community Support Alliance or another permanent structure.
- Avoid routine project approvals, invoice review, employer reimbursements, and school administration.

The exact title, powers, fiduciary duties, and limits should be drafted by Oklahoma trust counsel so the oversight role protects the mission without simply recreating day-to-day trustee responsibilities under another name.

7. Growth and Transition

The Trust-based contractor model should continue as long as it remains the simplest effective way to operate. A permanent organization should be added only when the actual workload, staffing needs, liability, grant access, governance, or efficiency makes a separate structure clearly worthwhile.

Stage	Structure and Decision Point
Formation	Initial Trustee + attorney + CPA + Trust Administration & Operations. Establish banking, controls, contracts, records, HR support, IT, and authority before program hiring.
Pilot Operations	Add Program Director + Financial & Funding Manager. Begin with one or two technology centers, one qualifying two-year college, a limited employer group, and a small number of funded projects.

Stage	Structure and Decision Point
Pilot Review	Before expanding, review workforce results, school cooperation, employer participation, contractor workload, administrative cost, outside-funding leverage, recordkeeping, and any legal or operational problems.
Expanded Contracted Office	Add administrative, regional, technical, grant, or financial contractor capacity only when the existing workload requires it.
Permanent Organization if Justified	Transition appropriate functions to Community Support Alliance or another dedicated organization only when scale, staffing, liability, governance, grant access, or efficiency makes the change worthwhile.

The goal is not to prove that a new organization is eventually necessary. The goal is to let the operating experience show what permanent structure, if any, is actually needed.

Professional Development Items

This document describes the intended startup organization. The attorney, CPA, banking professionals, insurance advisors, financial advisor, Trust Administration provider, and later program contractors should develop the specific legal documents, authority limits, accounting controls, contractor terms, insurance requirements, privacy practices, reporting standards, funding agreements, and succession provisions needed to implement it.

The operating structure should remain strong enough to protect the Trust and its capital while staying small enough that most of the effort remains focused on developing technical workforce capacity rather than administering the organization itself.

Concept-Stage Notice

This document describes a planning concept for professional and institutional review. It does not constitute legal, tax, accounting, employment, educational, banking, investment, insurance, or regulatory advice and does not establish final fiduciary authority, tax treatment, contractor classification, grant eligibility, privacy obligations, or succession terms. Those matters should be determined by appropriately qualified professionals before implementation.