



# CTE Program Review - Alignment

Office of Career Technical Education

March 6, 2018

# Discussion Topics

What is Pathway  
Alignment?

Course Alignment

Instructor Alignment

Course Sequencing

WebXam Alignment

Industry Credential  
Alignment

CTSO Alignment

College Credit  
Alignment

# What is Pathway Alignment?

Connecting all the components of a Pathway to successfully provide quality Career-Technical Education programming.

# Quality Pathway Components



# Approved CTE Pathway

- Planning the proper delivery of a CTE Pathway through the Program of Study (POS).
- Ensuring that your district is implementing the approved plan established in the CTE 26 application.
- District should review annually the program renewal document
- [CTE Pathway Assurances](#)

# Course Alignment

- CTE 26 approval gives access to **ALL** courses in the approved pathway
- Ensure the courses selected to be offered appear in the approved pathway
- If course codes do not match the approved pathway, this may result in reporting errors during EMIS course reporting.

# CTE Program Matrix

- Provides information to ensure courses are aligned to pathway
- Released Annually
  - DRAFT FY2019 Program & Assessment Matrix was posted 3/6/2018
- Identifies pathway codes, subject codes, curriculum codes, course hours information

# CTE Program Matrix

The image shows a screenshot of the Ohio Department of Education website. At the top left is the Ohio Department of Education logo. To the right are social media icons for YouTube, LinkedIn, Instagram, Twitter, Facebook, and an envelope icon. Below the header is a navigation menu with links for Home, Administrators, Teachers, Parents, Topics, How Do I?, About, and Media. The main content area features a large blue banner with the text "Find a School for your Child" and a subtext "Use our interactive dashboard to find what school is best for your family. Use Dashboard...". To the right of the text is an illustration of a laptop displaying a school building, with a magnifying glass over it. A large red circular overlay on the right side of the banner contains the text "Search keywords: CTE Program Matrix". At the bottom of the page are four navigation tiles: "Find a School" with a school icon, "Community School Closure Family FAQ" with a speech bubble icon, "Education JOBS" with a chalkboard icon, and "Career Options for Students" with a cartoon character icon.

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## Find a School for your Child

Use our interactive dashboard to find what school is best for your family.  
Use Dashboard...

Search keywords:  
CTE  
Program  
Matrix

Find a School

Community School Closure Family FAQ

Education JOBS

Career Options for Students

# Resource

- Transportation Systems
- CTE Program Matrix

	1	2	3	4	5	6	7	8	9
	Career Field Name	CTE Program Name & Code	Subject Name	Subject Code	Curriculum Code/Min-Max Course Hours for VT, VM; Min Course Hours for V3, Vp (see table at bottom of sheet)	Student Grade Level for VT; V3; VP	Student Grade Level for VM	WFD Type	CTSO
522	Transportation Systems	(T9) Ground Transportation	Ground Transportation Maintenance	177000	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
523	Transportation Systems	(T9) Ground Transportation	Ground Transportation Engine and Power Train	177001	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
524	Transportation Systems	(T9) Ground Transportation	Ground Transportation Electrical/Electronics	177002	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
525	Transportation Systems	(T9) Ground Transportation	Automotive Braking, Suspension, and Steering Systems	177003	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
526	Transportation Systems	(T9) Ground Transportation	Ground Transportation HVAC	177004	VT/120-280; V3/60	7-12	N/A	PC	SkillsUSA
527	Transportation Systems	(T9) Ground Transportation	Truck Braking, Suspension, and Steering Systems	177005	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
528	Transportation Systems	(T9) Ground Transportation	Automotive Engine Performance	177006	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
529	Transportation Systems	(T9) Ground Transportation	Truck Diesel Engines	177007	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
530	Transportation Systems	(T9) Ground Transportation	Sports/Recreational Power Systems	177008	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
531	Transportation Systems	(T9) Ground Transportation	Collision Electrical & Mechanical Systems	177009	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
532	Transportation Systems	(T9) Ground Transportation	Collision Structural Inspection & Repair	177010	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
533	Transportation Systems	(T9) Ground Transportation	Collision Nonstructural Inspection & Repair	177011	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
534	Transportation Systems	(T9) Ground Transportation	Collision Painting & Refinishing	177012	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
535	Transportation Systems	(T9) Ground Transportation	Transportation Capstone	177023	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
536	Transportation Systems	(T9) Ground Transportation	Outdoor Power Technology	010235	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA
537	Transportation Systems	(T9) Ground Transportation	Hydraulics and Pneumatics	010225	VT/120-280; VP/280; V3/60	7-12	N/A	PC	SkillsUSA or TSA
549									
550									
551									

# Instructor Alignment

- First Priority – Meet the needs of students
  - Decide what is best for your students and take advantage of instructor strengths to create the best pathway possible with resources
- Courses must be delivered by a properly licensed instructor that meets the assurances
- [Teaching Certificate & License Search](#)

# Resource

- (T9) Ground Transportation

CTE Program Name & Code	Subject Name	Subject Code
(T9) Ground Transportation	Ground Transportation Maintenance	177000

- Teaching Certificate & License Search

<p><b>Search for Valid Certificates/Licenses by Subject Code (EMIS Manual Section 4.7):</b></p> <p>177000</p> <p>Submit</p>	OR	<p><b>Search for Valid Subjects by</b></p> <p><b>Cert./Lic. Type:</b> Select Type ▼</p> <p><b>&amp; Codes (up to 6):</b></p> <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Submit</p>						

# Course Sequencing

- Begins with in-depth review of the competencies in each course
  - Identify those that overlap or duplicate over multiple courses to maximize instructional time on key competencies
  - Look for courses that specifically identify fundamental knowledge to perform essential skills
    - **Scaffold Skills**

# Course Sequencing

- ODE Office of Career Technical Education offers first course *suggestions*
  - Make the sequence of courses in your pathway that makes the most sense for your students
- Total scope of knowledge to be assessed at the end of pathway will lead to sequencing alignment

# Resource

- (T9) Ground Transportation
- [Transportation Systems Career Field Course Titles and Descriptions](#)

PATHWAY COURSES	SUBJECT CODE
Ground Transportation Maintenance	177000
Ground Transportation Engine and Power Train	177001
Ground Transportation Electrical/Electronics	177002
Automotive Braking, Suspension, and Steering Systems	177003
Ground Transportation HVAC	177004
Sports/Recreational Power Systems	177008
Truck Braking, Suspension, and Steering Systems	177005
Automotive Engine Performance	177006
Truck Diesel Engines	177007
Collision Electrical & Mechanical Systems	177009
Collision Structural Inspection & Repair	177010
Collision Nonstructural Inspection & Repair	177011
Collision Painting & Refinishing	177012
Transportation Capstone3	177023
Outdoor Power Technology	010235
Hydraulics and Pneumatics	010225

# WebXam Alignment

- Match the End of Course WebXam assessment by subject code with the assessment code
  - These align to the course subject codes in CTE Program Matrix
- Misaligned assessment codes can lead to invalid scores → negative impact on Tech Skill Participation and Tech Skill Attainment

# WebXam Alignment

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## Find a School for your Child

Use our interactive dashboard to find what school is best for your family.  
Use Dashboard...

**Search keywords:**  
CTE  
Assessment  
Matrix

**Find a School**

**Community School Closure Family FAQ**

**Education JOBS**

**Career Options for Students**

# Resource

- (T9) Ground Transportation
- [CTE Assessment Matrix](#)

Career Field Name	Program of Concentration	Subject Name	Subject Code	Webxams (GY) ODE/Ohio State University-CETE
Transportation Systems	(T9) Ground Transportation	Ground Transportation Maintenance	177000	Ground Transportation – 10MC
Transportation Systems	(T9) Ground Transportation	Ground Transportation Engine and Power Train	177001	
Transportation Systems	(T9) Ground Transportation	Ground Transportation Electrical/Electronics	177002	
Transportation Systems	(T9) Ground Transportation	Automotive Braking, Suspension, and Steering Systems	177003	
Transportation Systems	(T9) Ground Transportation	Ground Transportation HVAC	177004	
Transportation Systems	(T9) Ground Transportation	Truck Braking, Suspension, and Steering Systems	177005	
Transportation Systems	(T9) Ground Transportation	Automotive Engine Performance	177006	
Transportation Systems	(T9) Ground Transportation	Truck Diesel Engines	177007	
Transportation Systems	(T9) Ground Transportation	Sports/Recreational Power Systems	177008	
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Transportation Systems	(T9) Ground Transportation	Collision Structural Inspection & Repair	177010	
Transportation Systems	(T9) Ground Transportation	Collision Nonstructural Inspection & Repair	177011	
Transportation Systems	(T9) Ground Transportation	Collision Painting & Refinishing	177012	
Transportation Systems	(T9) Ground Transportation	Transportation Capstone	177023	
Transportation Systems	(T9) Ground Transportation	Outdoor Power Technology	010235	
Transportation Systems	(T9) Ground Transportation	Hydraulics and Pneumatics	010225	

# Industry Credential Alignment

- Check the Industry Recognized Credential list
- Cross reference with Program and Assessment Matrix
- Consult with Pathway Advisory Committee to ensure identified credentials align with local industry demand
- What if there are no credentials for my pathway?

# Industry Credential Alignment

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# Resource

- (T9) Ground Transportation
- [Industry-Recognized Credentials | Ohio Department of Education](#)

Agriculture/Environmental Systems 	Arts and Communications 	Business and Finance 
Construction 	Education and Training 	Engineering 
Health 	Hospitality and Tourism 	Human Services 
Information Technology 	Law and Public Safety 	Manufacturing 
Transportation 		

# CTSO Alignment

- How can you utilize the CTSO to create an authentic assessment environment that is project based and assesses the competencies from the WebXam?

## CTSO Competitions $\leftrightarrow$ WebXam Competencies

- Connections between aligning CTSO competition to competencies

# Resource

SkillsUSA Competition Alignment to Ohio Department of Education Auto Technology Standards

		SkillsUSA Auto Technology Contest Stations																					
		Meter Use	Starting and Charging	Electrical/Lights	Scan Tools	Wiring Diagram Analysis	Tire Identification and Ratings	Run-out/Wheel Bearing Torque	R & R Drum Brakes	R & R Disc Brakes	Customer Service	Alignment	Timing Belt Installation	Environmental Safety	Vehicle Inspection/Safety	Differential Backlash	Parts I.D. – Off Car	Fuel Injection	Precision Measuring	Gathering Technical Information	Oral Assessment – Job Interview	Tool I.D.	
Auto Technology Courses	177000 Ground Transportation Maintenance																						
	177001 Ground Transportation Engine and Power Train																						
	177002 Ground Transportation Electrical/Electronics																						
	177003 Automotive Braking, Suspension, and Steering Systems																						
	177004 Ground Transportation HVAC																						
	177006 Automotive Engine Performance																						
	177023 Transportation Capstone/Pre-apprenticeship																						

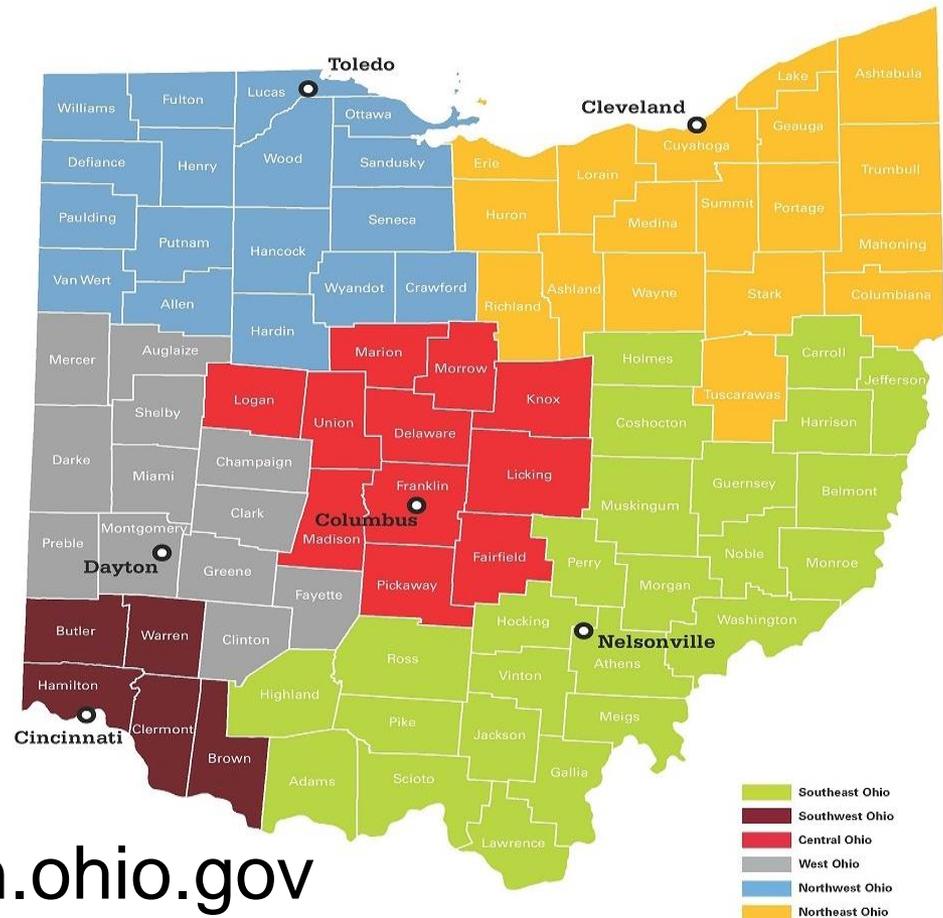
- 5-6 Courses align to Contest Station
- 3-4 Courses align to Contest Station
- 1-2 Courses align to Contest Station

# College Credit Alignment

- CTAGs, College Credit Plus, Bilateral Agreements
  - Each route to earning credit may be a better fit for different students or programs
  - Consider what is most appropriate and accessible to students in your pathway

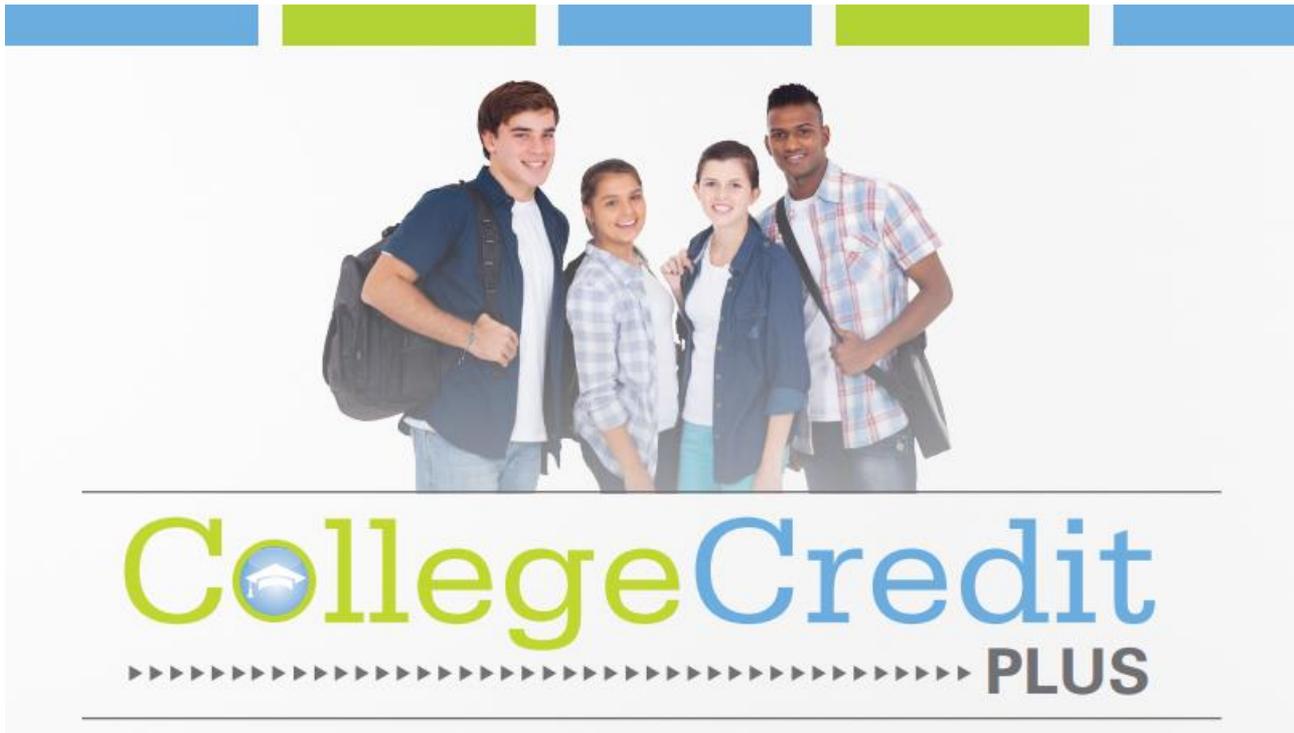
# College Credit Alignment

- Reach out to your regional Tech Prep Center
- [Regional Contacts](#)
- Contact: Shell Nichols at ODE



shell.nichols@education.ohio.gov

# College Credit Alignment



ODE Contact: Wendy Casterline  
Wendy.Casterline@education.ohio.gov

# Example

District: Anywhere Local Schools

Pathway: T9- Ground Transportation

Pathway Non-Compliant in FY2016 and FY2017

Pathway Data FY18:

- Technical Skill: 57%
- Participation: 100%
- Post-Program Placement: 84%

Quality Program Standards Rated  $\leq$  Minimal

- Standard 3 Program Planning and Evaluation

# Example

- The pathway has three program areas with descriptions for students to choose from when enrolling.
- Courses in each program lack scaffolding that builds understanding through prior learning across the pathway.
- Staffing assignments vary based on enrollment numbers for each program within the pathway from year to year.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
2. The program is logically organized, including course descriptions and sequences, prerequisites and staffing assignments.	Program is logically and sequentially organized, including course descriptions, course sequences and prerequisites.	Program course curriculum content is organized, includes course prerequisites and staff assignments.	Program description includes course listings.	No program description exists.

# Example

- 100% of students have taken WebXam testing or ASE Certification Test annually.
- 57% of students last year had met the benchmark set forth in the WebXam or ASE Certification Test.
- End of Course assessments are not considered part of the students overall grade in their program.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.	100 percent of students enrolled in the career tech program test with 70 percent passing or above at the benchmark level on State Board of Education approved technical assessments.  75 percent or more of students attain an industry credential where applicable.	100 percent of students enrolled in the career tech program test with 60-69.9 percent of students scoring at the benchmark level on their State Board of Education approved technical assessments or attains industry credentials.	Students participate in State Board of Education approved technical assessments and/or industry certification and licensure examinations.	Students do not participate in State Board of Education approved technical assessments industry certification and/or licensure examinations.

# Example

- 10% of Students in each program have participated in a SkillsUSA competition at the local, regional, or state level.
- Career-Technical Student Organization competition is considered extra curricular.
- Instructors have struggled with creating authentic assessments.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
3. Students perform technical skills in competitive career skills events of the student organization.	Many students apply technical skills in multiple career skills events aligned to their career-technical approved program.	Many students apply technical skills in a single career skills event aligned to their career-technical approved program.	Limited number of students apply skills in a career skills event.	No student participates in career skills events.

# Example

## Quality Program Standards Continuous Growth Plan (Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	Deficiency discovered during program review	Action Plan	Target Date(s)	√
S.5 I.2	Program course curriculum content is <b>NOT</b> sequentially organized in a manner that provides scaffold learning opportunities.			
S.7 I.4	End of Course WebXam or Credential Exam may not be the correct assessment for students in the pathway.			
S.7 I.3	Limited number of students apply skills in a career skills event.			

# Example

## Quality Program Standards Continuous Growth Plan (Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	###	Action Plan	Target Date(s)	√
S.5 I.2		Instructor and administrator will review course competencies to identify repetition in learning outcomes and develop a cross walk that builds skills through foundational knowledge into technical specific skills sets.		
S.7 I.4		Instructor, administrator, and district testing coordinator will review the current year CTE Program and assessment matrix during each testing window to ensure the proper End of Course, WebXam or Industry Credential is provided to the student.		
S.7 I.3		Instructor, will engage business and industry to offer local competitions that align within the pathway courses as a form of authentic assessment for students		

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

<b>OPPORTUNITIES FOR IMPROVEMENT</b> As identified in the Self-Evaluation Assessment.	<b>CORRECTIVE ACTION PLAN</b> Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	<b>DOCUMENTATION TIMELINE</b> List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	<b>SET SPECIFIC TARGET DATES</b> Month/Day/Year
The program is logically organized, including course descriptions and sequences, prerequisites and staffing assignments.	Instructor and administrator will review course competencies to identify repetition in learning outcomes and develop a cross walk that builds skills through foundational knowledge into technical specific skills sets.	Course guide for the pathway that identifies the sequence of courses that ensures scaffold course outcomes.	

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

<b>OPPORTUNITIES FOR IMPROVEMENT</b> As identified in the Self-Evaluation Assessment.	<b>CORRECTIVE ACTION PLAN</b> Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	<b>DOCUMENTATION TIMELINE</b> List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	<b>SET SPECIFIC TARGET DATES</b> Month/Day/Year
State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.	Instructor, administrator, and district testing coordinator will review the current year CTE Program and assessment matrix during each testing window to ensure the proper End of Course, WebXam or Industry Credential is provided to the student.	Copy of a filter Assessment Matrix highlighting the end of course assessment, WebXam or Industry Credential that has been identified for students in each course.	

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

<b>OPPORTUNITIES FOR IMPROVEMENT</b> As identified in the Self-Evaluation Assessment.	<b>CORRECTIVE ACTION PLAN</b> Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	<b>DOCUMENTATION TIMELINE</b> List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	<b>SET SPECIFIC TARGET DATES</b> Month/Day/Year
Students perform technical skills in competitive career skills events of the student organization.	Instructor, will engage business and industry to offer local competitions that align within the pathway courses as a form of authentic assessment for students	Competition planning documents and student participation results.	

# Webinar Series Schedule

## 1. Overview

[Recording available on the CTE homepage](#)

## 2. Alignment (Today)

## 3. Instruction (03/21/2018)

## 4. Assessment (04/04/2018)

## 5. Reporting (04/18/2018)

[education.ohio.gov](http://education.ohio.gov)

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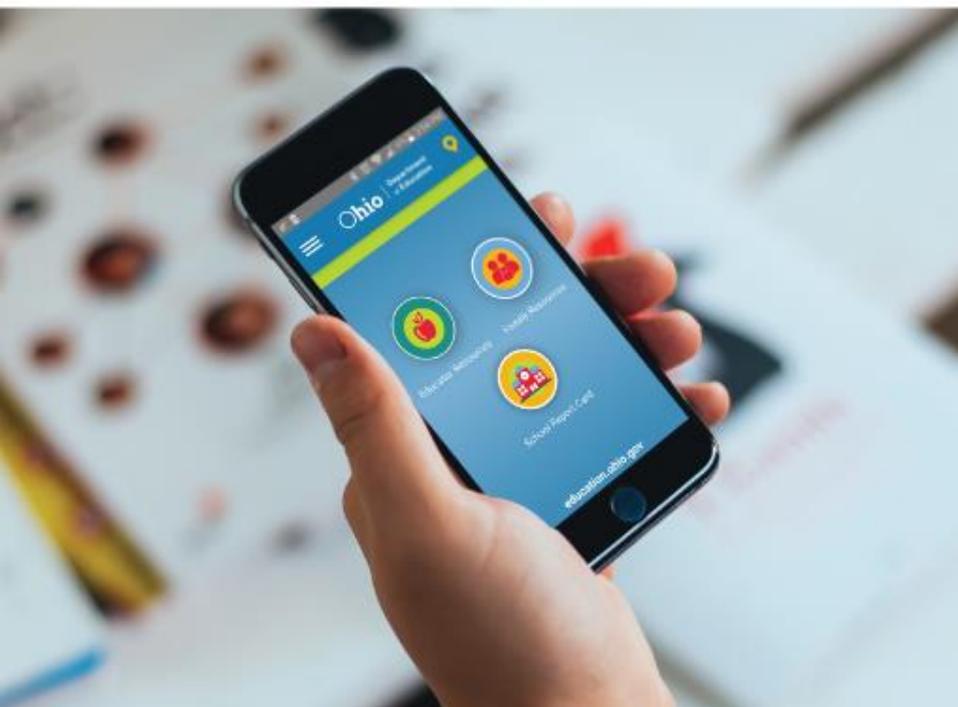


OhioEdDept



[education.ohio.gov/text](https://education.ohio.gov/text)

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