Ohio Career-Technical Education (CTE)/Tech Prep Programs
Expectations for Implementation

The purpose of this document is to provide assistance in the design and implementation of a CTE/Tech Prep program, including the CTE Program of Study (POS). These represent the required elements from the Carl D. Perkins Career and Technical Education Improvement Act of 2006, guidance from the USDOE Office of Vocational and Adult Education and information from the U.S. Chamber of Commerce. These points define quality process and program standards.

I. Workforce/Economic Development – Alignment with state and regional economic development initiatives
   a. Incorporates the regional business/industry growth needs in decision-making
   b. Makes decisions based on review of state and regional economic growth data
   c. Aligns with federal, state and local legislative or administrative policies that promote the development and implementation of the CTE/Tech Prep Program of Study**
   d. Conducts ongoing analyses of economic and workforce trends to identify statewide/regional CTE Program of Study to be created, expanded or discontinued**

II. Collaboration – Develops effective collaborative relationships with business/industry, postsecondary, community student success organizations, secondary academic professionals and parents as partners in the planning, development, implementation and evaluation of career and technical education programs. *(Title I, Sec. 122. .c.5. and Title II, Sec. 203.)*
   a. Involves postsecondary faculty in the development and implementation of the CTE/Tech Prep POS
   b. Develops and seeks input from a career field advisory committee
   c. Involves parents
   d. Includes student success community resources such as OCAN, TRIO,etc.
   e. Identifies and includes appropriate adult education partners
   f. Assures "partners within the consortia have a shared vision and decision-making process."*
   g. Engages "strategies exist to provide vertical teaming opportunities from middle school through postsecondary education."*
   h. Engages "all community partners and parents in the educational process as well as communicating about Career Technical educational opportunities in their schools"*
   i. "Links to existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act"**
   j. Provides "comprehensive guidance counseling and academic advisement systems that offer information, provide tools and offer resources for parents and students to learn about postsecondary opportunities and to identify their individual career options"**
   k. Provides "comprehensive guidance counseling and academic advisement systems that are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines"**

III. Program Content Standards – Addresses the state-approved Career Field, Technical Content and the Ohio Core *(Title I, Sec. 122. c and Title II, Sec. 203.)*
   a. Utilizes the appropriate content standards for each career field offered by the district
   b. Includes accrediting/licensing standards where applicable
   c. Includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
   d. Promotes continuous technical skill attainment aligned to the career field content standards
   e. Incorporates the Ohio Core academic content standards
   f. Promotes continuous improvement in academic achievement
   g. Includes CTE-26, a CTE/Tech Prep POS and a signed CTE/Tech Prep POS Assurance page for each approved CTE program
   h. Contains a CTE/Tech Prep POS that "clearly delineates multiple exit and re-entry points for students"*
   i. Includes, "to the extent practical, internationally benchmark the CTE/Tech Prep POS content, so that all students are prepared to succeed in a global economy"**
   j. Includes, to the extent practical, the concept of "greening" in the CTE/Tech Prep POS

IV. Instruction/Pedagogy – Includes rigorous, relevant instructional activities that result in high academic achievement and technical skill development of all students. *(Title I, Sec. 122. and Title II, Sec. 203.)*
   a. Includes a current course of study

b. Includes a variety of work-based/work-site learning opportunities are available, including, but not limited to, apprenticeships, clinicals, practicums, coops/internships/job shadowing, service learning
c. Promotes instructional strategies reflecting the needs of all students
d. Utilizes learning activities that include the use of appropriate technology for the career pathway.
e. Provides "instructional technologies available for course delivery" *(Title I, Sec. 122.12 and Title II. Sec. 203. 3)*
f. Incorporates "effective teaching and learning strategies that should be jointly led by interdisciplinary teaching teams of academic and career and technical teachers and faculty" **
g. Incorporates "effective teaching and learning strategies that should incorporate team-building, critical thinking, problem-solving, communication skills, through the use of career and technical student organization (CTSO) activities"**

V. Articulation – Alignment with other education initiatives *(Title I, Sec. 122. c.1 and Title II, Sec. 203.c.3)* The Approved CTE/Tech Prep Program of Study includes access to opportunities to earn postsecondary credit for coursework taken during high school to become articulated credit directly related the technical content through one or more of the following:
a. Career-Technical Credit Transfer (CT2)
b. Transfer Assurance Guides (TAGS)
c. Advanced Placement (AP)
d. Stackable Certificates
e. Postsecondary Enrollment Options (PSEO)
f. Dual or concurrent enrollment programs. *(Title II, Sec.203, c)*
g. Bilateral agreement for articulated credit with postsecondary partners.
h. "Seamless, systemic process for students to earn college credit for postsecondary courses taken while in high school, transfer high school credit to any two- and four-year institutions in the state that offers the CTE POS and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers a CTE POS"**
i. "Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement and credit transfer processes"**
j. "College credit should be automatically transcripted at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a CTE POS without the need for additional paperwork or petitioning for credit"**

VI. Special Populations – All students interested in preparing for a career in industry sectors requiring technical expertise *(Title I, Sec. 122. c.1.h., c.9 and Title II, Sec. 203.6)*
a. Provides equal access to the full range of technical preparation programs
b. Develops program services appropriate to meet the needs of all students
c. Prepares all students for postsecondary educational opportunities

VII. Support Services – Assessment and intervention support result in academic success, matriculation to postsecondary education without remediation and/or employment. *(Title I, Sec. 122. c. and Title II, Sec. 203.)*
a. Provides student and teacher access to curriculum modifications
b. Provides student and teacher access equipment modification
c. Provides student and teacher access to classroom modification
d. Provides student and teacher access to available supportive personnel
e. Provides student and teacher access to instructional aids and devices

VIII. Assessment – Multiple measures are used to assess student attainment of technical academic content standards. *(Title I, Sec. 122. c. and Title II, Sec. 203.)*
a. Uses applicable state approved technical assessments
b. Uses applicable National credentialing/certification assessments
c. Provides access to educational opportunities, assessments and support services for students to be college ready by using appropriate college ready assessments such as COMPASS and Accuplacer
d. Provides "well developed technical skills assessments that incorporate performance-based assessment items, to the greatest extent possible, where the student must demonstrate the application of their knowledge and skills" **
e. Provides "well developed technical skills assessments that result in the awarding of secondary, credit, postsecondary credit, or special designation on a student's high school diploma" **

IX. Professional Development – All academic and technical faculty, administrators and counselors

participate in ongoing professional development. *(Title I, Sec. 122. c 2. and Title II, Sec. 203. 4, 5.)*

a. Professional development program supports the needs, expectations and methods of business/industry
b. Professional development program supports the use of contextual and applied curricula, instruction and assessment
c. Professional development program supports the use of and application of technology
d. Professional development program assists with accessing and utilizing data
e. Professional development program supports learner progress and success
f. "Professional development programs are sustained, intensive and provide focused opportunities for administrators, teachers and faculty to foster CTE POS design, implementation and maintenance" **
g. Professional development programs foster innovative teaching and learning strategies **

X. Data and Accountability– A system of data collection and evaluation is used for program development and continuous improvement. *(Title I, Sec. 122. c.11. and Title II, Sec. 203.e.)*

a. Systems are in place to collect and analyze appropriate data.
b. Decisions are based on data analysis.
c. "Accountability and evaluation programs provide for administrative record matching of student education and employment data." **
d. "Systems yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation." **

**Adapted from "Thriving in Challenging Times," Institute for a Competitive Workforce, U.S. Chamber of Commerce (2009)*

***From draft "Career and Technical Programs of Study: A Design Framework," the Office of Vocational and Adult Education, USDOE (2010)*