

Key Terms

Career-Technical Education (CTE)

The federal Carl D. [Perkins](#) Career and Technical Education Improvement Act of 2006 (legislation current through FY2013) defines CTE as courses with “rigorous content aligned with challenging academic content standards and relevant technical knowledge and skills” to prepare students for college and careers. The federal legislation and the National Association of [State Directors](#) of Career-Technical Education consortium (NASDCTEc) reinforces the value of applied learning, higher-order reasoning, problem-solving, work attitudes, general employability skills, occupation-specific skills and academic rigor leading to high-skill, high-demand careers.

CTE Workforce Development (WFD)

In Ohio, WFD programs involve in-depth training and strong academics in programs that must be a minimum of 450 hours of instruction and meet other criteria, including graduation requirements. Career-Based Intervention ([CBI](#)) and Family and Consumer Sciences ([FCS](#)) programs are not WFD programs.

Starting and maintaining quality career-technical education programs

The Roles

STATE

The Office of Career-Technical Education (CTE) at the Ohio Department of Education (ODE) is the fiscal administrator and regulatory entity for the federal [Carl D. Perkins Career and Technical Education Act of 2006](#) (Perkins IV) and for the Ohio General Assembly, including budgetary disbursement and compliance with policies and laws such as those established through the State Board of Education and the Ohio Revised Code. The Office of CTE provides oversight, technical assistance and communications for local career-tech programs and systems. Guided by [Perkins IV](#) legislation, now in its fourth revision over nearly 20 years, all state CTE offices have seven general charges – all impacting quality local programs – with the last three below increasing in emphasis over the years.

1. Provide professional development.
2. Serve special populations.
3. Integrate rigorous academic and technical knowledge and skills.
4. Offer a seamless transition from high school to further education.
5. Align programs with high-skill, high-demand occupations.
6. Be accountable for results.
7. Collaborate with business and industry.

LOCAL

It is the responsibility of the school district to start and maintain a quality local program. The teacher, data coordinator and administrator must report accurate, reliable and complete data to ODE. Districts must develop processes to ensure they obtain all data needed for state reporting. Some data is part of the district administrative records and some data must be obtained from teachers. Some data (such as placement, industry assessment, and industry certification/licensure data) must be obtained from students.

*Office of Career-Technical Education
25 S. Front St., Sixth Floor
Columbus, Ohio 43215
614.466.3430
www.career-tech.education.ohio.gov*

Key Terms

Career field

Consistent with the [National Career Cluster](#) initiative, Ohio career fields are a grouping of occupations and broad industries based on commonalities. Within each career field, there are one or more pathways. Ohio has programs in 15 [career fields](#).

Career pathway

A career pathway is a sequence of academic and technical career-focused courses and other educational learning experiences that lead to a career before, during or after an industry-recognized certificate or license or a two-year degree or higher is earned. In some career fields, pathways are called “programs.” All career fields have at least two pathways.

Career field technical content standards

Similar to academic content standards, [technical content standards](#) define what students should know and be able to do in a particular career field and pathway. These standards are validated by business/industry, secondary teachers and postsecondary faculty. The standards also are part of the Ohio College [Tech Prep](#) model.

The CTE Teacher License

CREDENTIALIALS

The teacher needs a teaching license appropriate for the courses taught. The Ohio Department of Education (ODE) has a Web-based search engine that assists in determining the proper certificate or license type for the course (subject code), found using the key words: *Teacher Certification and Licensure Search* at [www.education.ohio.gov](#). There also is [CTE-teacher](#) specific information on the ODE Web. The ODE Office of Career-Technical Education (CTE) determines the teaching credentials needed for each CTE course (subject code).

THREE PATHS TO CTE LICENSURE

Business professionals and teacher education graduates can become CTE teachers. The official titles for [three paths to becoming a CTE teacher](#) are Resident Educator (RE), Alternative Resident Education (A-RE) and Supplemental License (S). A secondary workforce development (WFD) teacher who comes directly from industry has a real-work perspective on careers possible through the program, but may lack pedagogy such as curriculum planning and discipline. A secondary WFD teacher who comes directly from college has the knowledge of how learners learn, classroom management and other pedagogy, but may lack experience and understanding about the industry for which students are being prepared. Each individual case requires a close review of what the applicant has, what is needed and who is requiring the needed items. Some decisions reside with the employing district, some with the university and some with the industry credentialing agency. District identified gaps may be met via a licensure plan. University identified gaps can be met via coursework. Industry credentialing agencies can identify requirements to close gaps.

FORMS TO OBTAIN CREDENTIALIALS

The [CTE-36](#) is required to verify the teacher has professional work experience aligned to the technical content standards to be taught. A panel of experts may be convened if the teacher does not meet this standard (generally at least five years of experience). This licensure plan may include coursework, job shadowing, internships and many other methods of acquiring the knowledge and skills to effectively teach. The next step is the [CTE-37](#) with teacher, superintendent and university signatures. Some coursework at one of the Ohio CTE-licensing colleges/universities may be required. The teacher must fill out the application for licensure and submit to the Office of Educator [Licensure](#) for approval. To locate the forms, go to [www.education.ohio.gov](#) and keyword search: *CTE Forms*.

Key Terms

Career-Technical Planning Districts (CTPD)

Career-Technical Planning Districts (CTPDs) are local education agency configurations that are responsible for providing career-technical opportunities to all eligible Ohio students per [ORC 3313.90](#), and for providing an adequate number and variety of CTE program options per Ohio Administrative [Rule 3301-61-03](#). Ohio has 91 CTPDs that are comprised of Joint Vocational School District (JVSD) CTPDs, Comprehensive District CTPDs and Compact, Contract CTPDs. One school district in each CTPD serves as the lead district, and is the fiscal agent for Perkins funds. CTE accountability is at the CTPD level – data from all school districts in a CTPD are aggregated for CTE performance calculations. Here are definitions of the types:

JVSD - A JVSD is a “joint district” serving an area of two or more adjacent school districts, is governed by a joint vocational school board consisting of representatives from member districts and is funded in part through tax levies. A JVSD provides CTE programming in a career center and at other sites in the JVSD.

Comprehensive District - Comprehensive districts, often larger city districts, are those that provide their own CTE programming in that district.

The Program

THE START

Career-technical planning districts need to complete the [CTE-26](#) form for all new programs. [CTE-26 form](#) can be found at www.education.ohio.gov with the keyword search: *CTE Forms*.

THE RENEWAL

Career-technical planning districts need to re-apply with the [CTE-26](#) form to renew or if there are changes in the subject code, curriculum code and/or building code. Program renewals must include an updated Program of Study. All workforce development programs should be reviewed and have a new application at least every five years.

The District Funding

STATE

CTE funding is provided to school districts with approved CTE programs. The information is reported in a funding formula calculation report referred to as the “[Bridge](#)” form line item Z. Additionally, each fall the Office of CTE generates a CTE Funding Certification letter with the amount of CTE funds that must be spent according to Auditor of State Bulletin 2000-16. For any district adding workforce development programs in FY2012, no additional funding is currently available per the state budget (HB153). Districts are flat funded in FY2012 based upon the amount of career-technical state dollars received in FY2011. For comprehensive and compact/contract districts that operated programs in FY2011, payments are made on a bi-weekly basis. For joint vocational school districts, payments are made monthly. This money is in addition to the regular ADM dollars that flow to districts. More information can be obtained by contacting the Office of CTE’s [Administrative Field Services](#) section.

FEDERAL

Ohio school districts report that CTE federal funding accounts for four-to-five percent of their local budget. Refer to the following website for specific school district’s state, local and federal funds percentage: <http://ode.legislature.state.oh.us/>



Key Terms

Compact / Contract Districts -

Compacts consist of a group of school districts that share services of CTE, and each district in the compact generally provides some of the CTE programming. Students in the compact may enroll in a CTE program in any of the compact districts. Contract districts enter into arrangements for CTE programming with another school district – a traditional school district or a JVSD – with generally little input into operation.

Credit transfer:

Bi-lateral agreements

Local agreements for how much credit and other student achievement criteria are known as bi-lateral agreements – those between one school or district and one higher education institution and/or program. Stipulations and renewal dates are a local decision, but there are state guidelines and principles that provide assistance in developing strong bi-lateral agreements.

Credit Transfer:

Statewide agreements

A system of [statewide career-technical credit transfer \(CT\)²](#), started about five years ago, is coordinated by the Ohio Board of Regents. Through this system, school districts can apply for and receive credit for qualified graduates/students on a statewide basis.

The Monitoring

QUALITY ASSURANCE - Guidelines

The same Tech Prep/[Program of Study](#) guidelines for starting a new program – professional development, assessment, performance accountability, etc. – also apply for assuring program quality. These should be revisited on a regular basis. Go to www.education.ohio.gov and keyword search: *CTE/Tech Prep Program of Study*. In addition to the CTE-26 that needs to be submitted at the inception of every program and renewed every five years, many programs offer industry credentials. Most programs have an assessment aligned with the technical content standards; these state assessments (WebXam) are free for the first time in FY2012. Technical assessment results must be reported to the state, and these data are used to calculate Technical Skill Attainment (one of eight performance indicators). An assessment and credentials [matrix](#) is on the Web.

QUALITY ASSURANCE – Data

Performance data are calculated to determine whether students are being successful in CTE programs. [Performance indicators](#) include academic attainment, technical skill attainment, secondary school completion and graduation, placement, and nontraditional participation and completion. The calculated results are published in CTE performance reports and are used in ODE district ratings and rankings.

A CTE program may consist of one CTE workforce development course or multiple CTE workforce development courses. Each CTE workforce development course is based on a portion of the content standards that comprise a CTE program. A state-determined six-digit code is assigned to each course, and these courses must be reported in EMIS each year in the October reporting period. A state-determined two-digit code is assigned to each CTE program. When a student attains CTE Concentrator status, the student's CTE Program of Concentration (the two-digit CTE Program code) must be reported in EMIS in the Yearend reporting period.

Data needs to be reported to ODE throughout the year in the Education Management Information System (EMIS). CTE data is reported in four EMIS reporting periods – October (K), March (D), Yearend (N) and Graduate (G). The [EMIS Processing Schedule](#), published on the ODE Web, specifies the open and end dates of each reporting period. School districts should review CTE EMIS reports while a reporting period is open, and corrections must be submitted by the reporting period end date.

Key Terms

Program of Study (POS)

The Career-Technical Education (CTE) Program of Study ([POS](#)) is the framework for “coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education” (Perkins Act of 2006, *The Official Guide*, Association of Career and Technical Education, page 39) and the workplace.

Tech Prep

From its inception, [Tech Prep](#), has had a postsecondary focus for students, creating curriculum and programs that are seamless and non-duplicative in nature so that students easily matriculate from secondary to postsecondary education opportunities, which could be adult workforce education, apprenticeships or college. The intent is that students are work ready and college ready – especially that they are remediation free in math and English Language Arts. In FY2013, all Ohio CTE WFD programs will be Tech Prep.

12 Important Questions and Answers

1) Q. What is the difference between career-technical education (CTE) and workforce development (WFD)?

A. CTE is the umbrella term for all courses, programs and initiatives that are part of career-tech, including the Ohio Career Information System ([OCIS](#)), Family and Consumer Sciences ([FCS](#)), Career-Based Intervention ([CBI](#)) and High Schools That Work ([HSTW](#)). WFD, which is the largest subset under CTE, are pathways and programs designed to prepare students for careers in pathways and programs within one of [15 different career fields](#).

2) Q. What is the difference between a CTE workforce development program and a CTE workforce development course?

A. A WFD program consists of multiple courses, is at least 450 hours in length, and includes exploration and work experience to prepare students for further study and a career in their chosen career field. A WFD course addresses some of the content standards of a WFD program and in general contains content provided in a shorter time period (e.g. 60-280 hours).

3) Q. What is the difference between career-technical education and other more traditional education?

A. Increasingly, many CTE methods and strategies of learning in the context of the real world are being applied in traditional education courses. The key difference is with consistency around the word “both.” CTE programs are designed to help students meet both academic (mathematics, English Language Arts, science, etc.) and career field technical content standards with real-work experience. The technical content standards are revised, generally every five years, by panels of educators and business/industry representatives, and are embedded with the academic content standards.

4) Q. If a school/district wants to start a secondary Ohio career-tech workforce development education program, when should planning start?

A. Allow at least 18 months for planning and action prior to having the first students enrolled in the program.

5) Q. What is the first recommended step to start a new program?

A. Alignment with business/industry need now and for the future is the first and most important determining factor when starting a new WFD program. Nationally and in Ohio, WFD is provided within [16 career fields](#), including the areas of art/communication, agriculture, business, construction, finance, education, engineering, health, hospitality, cosmetology, information technology, public safety, manufacturing, transportation and marketing. Four parts of alignment with workforce development needs are outlined in a CTE/Tech Prep [expectations document](#).

6) Q. What are the other steps to starting an Ohio secondary WFD program?

A. All new WFD programs must have a qualified teacher, the right equipment and facility, a linkage with one of Ohio's CTPDs and all of the Program of Study components. More details about [quality programming](#) are on the Web. The forms to apply for program approval are called [CTE-26](#) applications. Ohio workforce development program in a high school/career center must be at least 450 hours in a year.

7) Q. Do districts need a Program of Study (POS) for every school in the CTPD?

A. The FY2012 requirement is a minimum of one POS for each program, regardless of where it is housed. In FY2013, when all WFD programs will be Tech Prep, all must have a POS.

8) Q. Is a POS needed for every college used for articulation with a program?

A. No. The current requirement is for a minimum of one postsecondary POS for each secondary WFD program.

9) Q. How many students are needed to have a secondary CTE program?

A. The minimum number of students depends on the program and the school district. This is a local decision. For some programs, student-teacher ratio with equipment is a factor. Cost effectiveness is another factor.

10) Q. What happens when the state eliminates a CTE course or program, and how does this impact the program status and teacher?

A. The Office of CTE gives school districts a one- or two-year notice about the planned elimination of a CTE course (subject code) or CTE program, with guidance on how to transition the course or program. The transitioned CTE course(s) or program is based on different CTE technical content standards, so the local curriculum must be updated, and the teacher should obtain professional development and re-licensure as needed. The teacher may have professional work experience in the new career technical field and may be able to add a licensure area to their existing license.

11) Q. How do community schools reporting CTE data?

A. All community school data are reported in EMIS, the same as any other district would report data, and this data serves as the basis for each community school's Local Report Card. The process depends on whether a [community school student is enrolled in a WFD](#) or CTE program through a CTPD or if the community school has its own approved and funded WFD/CTE program.

12) A. How can local districts provide input on quality programming?

A. There are many opportunities to provide input, including the development of technical content standards and the creation of technical assessments. Those wishing to participate or suggest a business/industry or other partner for participation should contact the [pathway consultants](#).