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Plan for Career-Technical Education 2008-2013

Executive Summary

*Supporting workforce pipelines for
a 21st century economy: Seamless,
rigorous academic and technical
coursework culminating in
postsecondary degrees and/or
industry-recognized credentials*



Department
of Education

Ted Strickland, Governor

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The Ohio Collaborative Commitment

The *Ohio Plan for Career-Technical Education* represents collaborative commitments to quality education and workforce development by the Ohio Department of Education (ODE), Office of Career-Technical Education (CTE); Ohio Board of Regents (OBR); and local secondary and postsecondary educators.

These commitments occurred through a year-long “conversation” among more than 100 policy-makers and local practitioners in working teams and through statewide electronic public comment and regional hearings that had both written and oral testimony. Ohio stakeholders at the table included academic and career-technical education teachers, faculty and administrators; career guidance and academic counselors; charter school authorizers and organizers; parents and students; institutions of higher education; Tech Prep coordinators and consortia representatives; community members; representatives of special populations; representatives of business/industry and labor organizations; state departments/agencies (e.g., Education, Development, Regents and Job and Family Services); and the governor’s office.

The *Ohio Plan for Career-Technical Education* meets the requirements of the federal Carl D. Perkins Vocational and Technical Education Act of 2006. Consequently, Ohio is eligible for approximately \$250 million in basic and Tech Prep grants to support state and local programs from July 1, 2008, through June 30, 2013.



Quality Education and Workforce Development Commitment

The *Ohio Plan for Career-Technical Education* commits to:

- Integration of academic and technical knowledge and skill instruction and attainment;
- Seamlessness of secondary and postsecondary programming;
- Effectiveness in serving disadvantaged populations;
- Preparation of learners for high-skill, high-wage, high-demand occupations; and
- Responsiveness to the needs of business/industry.

The Tech Prep Vision

The *Ohio Plan for Career-Technical Education* envisions these opportunities:

- A program plan of coursework and learning opportunities that spans at least grades 9-14;
- High-level academics (e.g., Ohio’s core graduation requirements) that lead to non-remedial preparation for postsecondary study;
- 21st century skill development;
- Knowledge and skill development that Ohio’s business/industry wants and needs;
- Work-based learning;
- Valid and reliable assessment;
- Eligibility for seamless, non-duplicative postsecondary study;
- Transcribed postsecondary credit for college-level academic/technical coursework done while in high school; and
- Industry-recognized technical credentials that can be applied to postsecondary study leading to degrees and/or additional credentials.

Tech Prep Guarantee

What makes the *Ohio Plan for Career-Technical Education* unique among other states is a commitment to Tech Prep for all students. Tech Prep, which first came to Ohio in 1993, represents seamless, rigorous sequences of academic and technical coursework culminating in postsecondary degrees and/or industry-recognized credentials that support workforce pipelines for a 21st century economy. Ohio plans to be a state in which all secondary career-technical programs meet Tech Prep program standards. This ensures that every high school student will be offered the best career-technical education Ohio has to offer and one that includes an expectation that the student will be well prepared for postsecondary education and the workplace. No student will be assigned to a program offering less opportunity than that listed in the Tech Prep vision. All educators will be focused on maintaining high standards and providing the individualized help that students need to be ready to seize these opportunities.

The Role of State Agencies

ODE and OBR recognize and accept the need to support educators in making the Tech Prep vision a reality. **State products and services will help local educators:**

- Be responsive to business needs;
- Create seamless educational pathways;
- Provide effective academic/career counseling;
- Place students appropriately in programs based on student individual need;
- Challenge students without lowering performance expectations; and
- Document learning.



High Schools Can Expect:

- Higher expectations for graduates to be prepared for postsecondary study without remediation;
- More collaboration with middle school and post-secondary education providers, especially in regard to alignment of coursework;
- Programs of Study identifying course-taking plans that can start as early as middle school and span seamlessly through grade 16;
- More consistency in postsecondary expectations;
- Higher expectations for larger numbers of and more diversity among high school graduates;
- More requirements for documenting skill attainment through valid and reliable assessment;
- More requirements for secondary tracking and reporting of data;
- More expectations of collaboration and transcribed articulation between secondary and postsecondary programming; and
- More accountability for results as defined by the workforce needs of business/industry.

Postsecondary Education Can Expect:

- Less remediation and therefore better prepared entry learners;
- More collaboration with middle school and high school education providers;
- Programs of Study identifying course-taking plans that can start as early as middle/high school and span seamlessly through grade 16;
- More consistency in the quality of high school programs;
- Larger and more diverse pools of postsecondary learners due to higher rates of high school graduation;
- More requirements for documenting skill attainment through valid and reliable assessment;
- More requirements for student tracking and reporting of data;
- More collaboration and articulation among workforce programming at all levels (high school and postsecondary, degree and non-degree); and
- More accountability for results as defined by the workforce needs of business/industry.

Business/Industry Can Expect:

- Greater involvement with public education providers;
- A more coherent public education system that is less complicated by local competition;
- A greater emphasis on high-wage, high-skill, high-demand occupational preparation;
- An educational pipeline of a potential workforce that begins as early as middle school and continues through a lifelong career of skill attainment and adaptation of skill to new technologies and business/industry environments;
- Higher levels of documented skill attainment, both academic and technical;
- More credentials in the form of diplomas, industry-recognized certifications and degrees;
- More accountability with transparent, longitudinal data; and
- Larger and more diverse pools of potential workers due to higher rates of graduation from both secondary and postsecondary education.

A Pipeline Approach

Under the *Ohio Plan for Career-Technical Education*, all secondary programs will develop a Program of Study in order to be a state-approved career-technical program. This means that all secondary career-technical programs will:

- Follow a non-duplicative academic and technical curriculum plan that spans grades 9-14;
- Address Ohio's core graduation requirements;
- Address state-approved, industry-validated technical content standards;
- Include articulated/dual credit components linked to postsecondary education; and
- Connect to labor market needs.

CTE Results

Under the *Ohio Plan for Career-Technical Education*, career-technical stakeholders will be able to trust the consistency and quality of secondary programs across the state. ODE is committed to providing technical assistance, products and services to enable all secondary programs to meet Tech Prep program standards. Quality of programs will be maintained through local self-assessment, state monitoring and a program approval renewal process.

Under the *Ohio Plan for Career-Technical Education*, technical skill assessments will be developed/selected collaboratively with secondary and postsecondary faculty and business/industry representatives for all secondary career-technical pathways. All secondary programs will use a state-approved technical skill assessment to document learner attainment and qualification for transcribed postsecondary credit where appropriate.

Under the *Ohio Plan for Career-Technical Education*, all secondary and postsecondary programs will emphasize student success by addressing individual learning needs, and using effective learning intervention strategies. Three percent of local Perkins federal funds are allocated for the implementation of student success intervention strategies. Performance indicator data will be collected, publicly reported and monitored for local and state accountability.

To access the complete *Ohio Plan for Career-Technical Education*, go to education.ohio.gov and keyword search: *Perkins IV State Plan*.

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Ohio Perkins Secondary, Postsecondary Performance Indicators *Measurements for Success Identified in the Ohio Plan*

Secondary Education	Colleges	Adult Workforce
Academic attainment		
Postsecondary credit while in high school		
College-ready (non-remedial)		
Technical skill attainment	Technical skill attainment	Technical skill attainment
High school diploma	College degree (including time taken to complete)	
Post-program placement	Post-program placement	Post-program placement
Postsecondary enrollment	Retention or transfer within postsecondary	Retention or transfer within postsecondary
Industry-recognized credentials	Industry-recognized credentials	Industry-recognized credentials
Pursuit of non-traditional careers	Pursuit of non-traditional careers	Pursuit of non-traditional careers

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