

Size, Scope and Quality of Career-Technical Education Delivery



OFFICE OF CAREER-TECHNICAL EDUCATION

Size, Scope and Quality of Career-Technical Education Delivery

Background

Both Perkins V and the Ohio Administrative Code outline requirements for the size, scope, and quality of Career-Technical Education delivery. Perkins V [Sec. 135(b) – Requirements for Use of Funds] states that “funds made available to eligible recipients under this section shall support career technical education programs that are of sufficient size, scope and quality to be effective...” The Ohio Administrative Code ([3301-61-03 OAC](#)) defines sufficient size, scope and quality for effective Career-Technical education delivery through the use of the 12/8 Rule described below.

The 12/8 Rule

Each Career-Technical planning district must provide **twelve** Career-Technical Education programs (pathways) across at least **eight** approved career fields. If the Career-Technical Planning District has fewer than 2,250 students in grades 7-12, then each district must provide **ten** Career-Technical Education programs (pathways) across at least **eight** approved career fields.

Definitions

The following definitions are key in understanding the discussion of size, scope, and quality of Career-Technical Education delivery.

Enrollment: Career-Technical Planning District (CTPD) member enrollment is defined as the sum of the full-time equivalence of students in grades 7 and above, including grades 13 and 23 of all member districts.

Programs (Pathways): The 39 approved Career-Technical Education programs (pathways) in the 16 Career-Technical Education career fields and do not include individual courses under one Career-Technical program (pathway). This count is derived based upon reporting to Education Management Information System (EMIS) -OR- reported to Education Management Information System (EMIS) by Career-Technical Planning District (CTPD) member districts in the school year for which each student was also funded in the reporting Local Education Agency (LEA) in at least one Career-Technical Education workforce development course aligned to their reported program of concentration. (Example: Agribusiness and Production Systems is one **program/pathway** under the Agricultural and Environmental Systems **career field**.)

Career Fields: Count of 16 unique career fields aligned to the programs (pathway) of concentration outlined above. The current career fields recognized by the Ohio Department of Education are Agricultural and Environmental Systems, Arts and Communication, Business and Administrative Services, Construction Technologies, Education and Training, Engineering and Science Technologies, Finance,

Government and Public Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Safety, Manufacturing, Marketing and Transportation Systems.

Calculation and Methodology for Size, Scope and Quality

The following aspects provide context for the calculation and methodology that go into determining the sufficient size, scope and quality of Career-Technical education in Ohio.

Size: Maintaining a minimum threshold of Career-Technical education programming (see 12/8 Rule). Should waitlists for programs exceed 50 percent of current program capacity, the recipient shall consider how programming may be expanded.

Scope: Programs (pathways) must:

- Include at least four courses within the program of study;
- Include all aspects of the industry identified in Career-Technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Include the opportunity for students to earn relevant credentials of value as appropriate for the technical area;
- Integrate academic content as appropriate for the course;
- Integrate career and technical student organizations, to the extent possible;
- Integrate work-based experiences, to the extent possible; and
- Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix.

Quality: Programs (pathways) must meet the state's "in compliance" benchmark, as outlined in the state's annual program review process. This requires the state-determined percentage of program participants receive scores of proficient or higher on the state-identified assessment, as shown in the Career-Technical education program and assessment matrix and the state-determined placement rate.

Programs (pathways) that do not meet the benchmarks for placement and technical skill must participate in the appropriate corrective action planning process, as identified by the Department of Education. Perkins recipients must examine student performance data by subgroup and special populations.

If students in subgroups or subpopulations are performing lower than the all-student average and lower than the local target (subgroup or subpopulation has a lower performance level than the all-student average and lower than the locally negotiated target), the recipient must implement strategies to support students in those subgroups in meeting the all-student average and locally negotiated target.

Career Fields

Each career-technical planning district must provide **eight** approved career fields.



Programs/Pathways

Each career-technical planning district must provide **twelve** Career-Technical Education programs (pathways), unless the Career-Technical Planning District has fewer than 2,250 students in grades 7-12, then each district must provide **ten** Career-Technical Education programs (pathways).



Courses

Each program(pathway) must contain at least **four** courses.

Examples of Pathways and Career Fields

Example 1:

Career Field Name	CTE Program Name & Code	Subject Name	Subject Code
Transportation Systems	(T9) Ground Transportation	Ground Maintenance Transportation	177000
Transportation Systems	(T9) Ground Transportation	Ground Transportation Engine and Power Train	177001
Transportation Systems	(T9) Ground Transportation	Ground Transportation Electric/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
Transportation Systems	(T9) Ground Transportation	Collision Electrical and Mechanical Systems	177009
Transportation Systems	(T9) Ground Transportation	Collision Structural Inspection and Repair	177010
Transportation Systems	(T9) Ground Transportation	Collision Nonstructural Inspection and Repair	177011
Transportation Systems	(T9) Ground Transportation	Collision Painting and Refinishing	177012
Transportation Systems	(T9) Ground Transportation	Transportation Capstone	177023

The blue, white, and orange shaded areas represent three separate Programs of Studies that could be implemented by a school. Even though there is three Program of Studies shown in Example 1, the example only counts as one pathway (T9 Ground Transportation) and one career field (Transportation Systems).

Example 2:

Career Field Name	CTE Program Name & Code	Subject Name	Subject Code
Job Training Coordinating	(M3) JTC	Introduction to Job Training	990405
Job Training Coordinating	(M3) JTC	Fundamentals in Job Training	990410

The courses shown in Example 2 represent a Job Training Coordination or M3 pathway. Job Training Coordination pathways provide on-the-job training to students with significant cognitive disabilities that present challenges to participation in traditional Career-Technical education programs, regardless of accommodations. *Job Training Coordination counts as one pathway but does not count as a separate career field. The M3 pathway is also the only exception to the four-course requirement – a Job Training program of study will have two courses, as shown above.*