

Frequently Asked Questions on Updates to Career-Technical Workforce Development Licenses in Ohio

[House Bill 432 \(HB432\)](#) in Ohio introduces significant changes to career-technical education requirements, particularly regarding teaching licenses. The bill revises the process for obtaining a career-technical educator license, allowing individuals to apply without first securing a job, which simplifies entry into the field. Additionally, it introduces alternative pathways for licensing, enabling applicants to qualify through *career-technical planning lead district-developed programs that meet state standards*. *HB432 also establishes a two-year mentorship program for new career-tech teachers, designed by lead districts, which includes professional development and assigned mentors to support new educators. These changes aim to expand access to career-technical education and streamline the licensing process for educators in Ohio.* The State Board of Education and the Department of Education and Workforce worked collaboratively to update rules, processes, and resources.

Career-Technical Education Workforce Development Licenses Programmatic Questions

Under previous regulations, teachers could request an extension for their provisional license beyond the standard two-year period. Does HB432 maintain this option, or have there been changes to the extension policy?

HB432 maintains the existing renewal policy for two-year provisional licenses. Educators can continue to renew their provisional license multiple times without new restrictions or limitations. The bill does not introduce any changes to the renewal process.

If a current teacher has partially completed a university-based educator preparation program but wishes to transition to a modified or alternate pathway for licensure, is this permitted under HB432? Are there any specific requirements or restrictions for making this change?

Yes, under HB432, a current teacher who has partially completed a university-based educator preparation program is permitted to transition to a modified or alternate pathway for licensure. There are no restrictions preventing this change, but the educator may need to meet specific requirements outlined in the alternate pathway structure.

Are Career-Technical Planning Districts (CTPDs) and educators able to select different licensure pathways on a case-by-case basis, or are there specific guidelines that determine eligibility?

Yes, it is individualized for each candidate.

Upon completing the modified pathway—earning 9 credit hours and 45 hours of professional development—do new or in-progress teachers receive a 5-year license?

Yes, that is correct. Completing the modified pathway—earning 9 credit hours and 45 hours of professional development—results in a 5-year license.

For a first-year teacher who has completed two courses (totaling 6 credit hours) at a post-secondary institution toward their licensure and now wishes to transition to the hybrid option—requiring only one additional course—are there specific stipulations regarding the third course needed to complete the required 9 credit hours?

There are no specific stipulations regarding the required 9 credit hours. Educators can fulfill this requirement with any relevant coursework that meets licensure criteria.

For educators who already hold a teaching degree and license but transitioned to a career-technical (CT) teaching role last year, can the options outlined in HB432 also apply to those pursuing a supplemental license?

Educators who hold a standard teaching license are eligible to pursue alternative licensure pathways, utilizing the available options under HB432. They also have the choice to follow the traditional supplemental license process.

What steps must teachers currently on the CTE-37 Traditional University Path take to transition to the Modified or Alternate Path?

The State Board of Education (SBOE) must receive the correct CTE-37 form for renewal. Individuals seeking renewal must ensure they submit the correct form as indicated on the [State Board of Education website](#).

How are local district proposals for professional development (PD) approved? Who reviews them, and is there a peer-review process similar to ODHE’s review for university licensure programs?

The Career-Technical Planning District (CTPD) and lead district are responsible for developing and implementing alternative licensure pathways, ensuring alignment with state requirements and workforce needs.