

---

# **The Evolution of Career Technical Education: From Vocational to Technical Education**

---

Spring 2015—  
Ohio School Boards Association  
Board Leadership Institute

# Introductions

- Dan Coffman

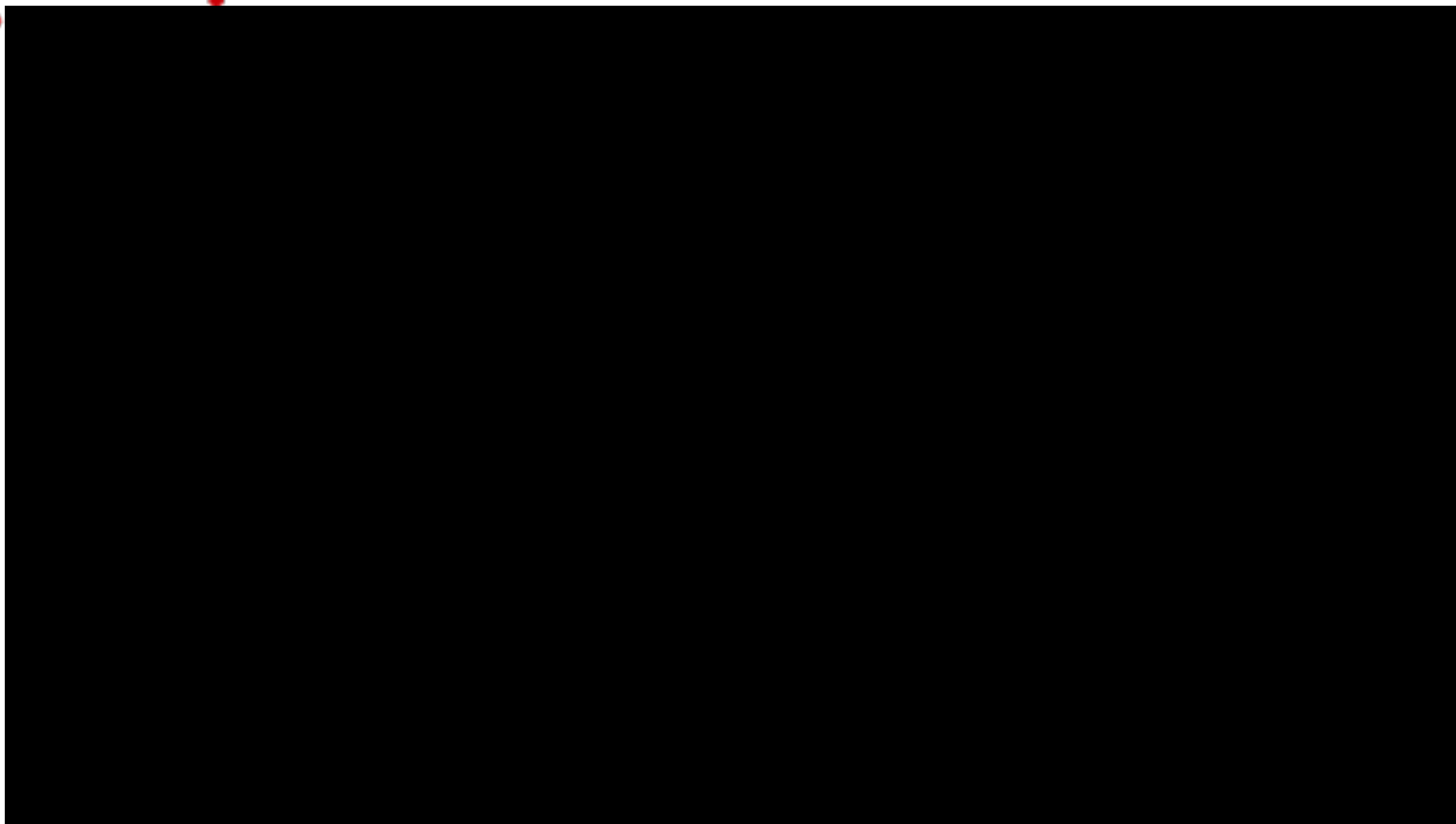
- MidEast Career and Technology Centers
- Buffalo Campus Director

- Christine Gardner

- Ohio Association for Career and Technical Education
- Executive Director

# Agenda

- Background/History of CTE in Ohio
- CTE Today
- Initiatives in CTE
  - Graduation Pathway
  - Middle School Expansion
- The Rigors of CTE



# History of CTE

- The Industrial Revolution spawned an educational revolution in Ohio
- 1870 the Ohio Agricultural and Mechanical College was founded and began accepting students in 1873 – what is it today?
  - The Ohio State University

# History of CTE

- In 1917, Ohio's General Assembly passed the *Ohio Acceptance Act* and completed its plan for vocational education.
- The plan called for supervisors in three instructional programs. What were they?
  - ❑ Trade and Industrial
  - ❑ Vocational Agriculture
  - ❑ Home economics

# History of CTE

- Ohio was the first state in the nation to make “vocational” education accessible to all students
- Vocational education grew rapidly from 1963-1983
- Since then, efforts have been focused on improving and modifying programs in response to the needs of the workforce

# How CTE is Delivered Today

- 91 CTPDs - 49 JVS and 42 comprehensive/compact
- Serve adults through Ohio Technical Centers
- More than 120,000 students enrolled in a CTE program
- 1 in 5 CTE students have disabilities



# What Programs are Being Delivered?

- Agriculture and Environmental Systems
- Business and Administration
- Health Science
- Information Technology
- Engineering and Science Technology
- Manufacturing Technologies
- Construction Technology
- Human Services
- Marketing
- Education and Training
- Arts and Communication
- Transportation Systems
- Hospitality and Tourism
- Law and Public Safety
- Finance

Programs that support all students include:

- Career Based Intervention
- Family and Consumer Sciences

# Graduation/Placement Rates



**98%** of students graduate from high school



**60%** of students obtain further education



**50%+** of students are employed within 9 months of graduation

Source: ODE Office of CTE

# CTE or Vocational Education

"You know, I've traveled the state, and I've visited our schools. Some of the most advanced training I've seen anywhere are in our career centers. Let me ask you a question. *How did we ever lose our way on vocational education? Why did we put it down? Why did we not understand its value?*"

- Gov. John Kasich, State of the State Address, Feb. 24, 2014



# CTE Report Card

- Overview of CTE Report Card Accountability
  - CTE has its own Report Card
    - What it measures
    - Why is it separate?

# New Initiatives

- Expanding CTE to Middle Grades
  - Focus on Career Exploration and Opportunities
- Graduation Pathway
  - Recognizes CTE Accomplishments

# Expanding CTE to 7th and 8th Graders

- Requires school districts to provide CTE to students in grades 7–12.
- City, local, and exempted village school districts may obtain a waiver from ODE for the expansion of offerings to grades 7 and 8.
- According to ODE, this provision will be enforced starting with the 2015–2016 school year.
  - JVSDs and other districts should begin considering how/whether they intend to carry out this requirement.
  - EXAMPLES OF PROGRAMS IN PLACE ALREADY?

# Pathways to Prosperity

- Importance of providing multiple education pathways for students.
- The current national strategy for education has been too narrowly focused on an academic, classroom-based approach.
- Develop a comprehensive pathways network to serve students in high school and beyond.
  - Harvard Graduate School of Education report :  
*Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.*

# CTE Goal: Student Achievement

- Recognition of CTE Accomplishments
- NEW Graduation Pathways (2018)

## New

### All students take end-of-course exams:

- Algebra I and geometry or integrated math I and II
- Physical science
- American history and American government
- English I and English II

Students studying Advanced Placement (AP), International Baccalaureate (IB) or taking dual enrollment courses in physical science, American history or American government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

+

## New

### And meet one of the following three:

- 1 Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education.
- 2 Earn a "remediation-free" score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th-grade students in the Class of 2018 and beyond to take the exam free of charge.
- 3 Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.



# CTE Graduation Pathway

- **Career Readiness Pathway:** Students who earn all necessary credits may qualify for graduation if they
  - (1) earn an industry-recognized credential or state license to practice in a vocation **and**
  - (2) attain a score demonstrating “workforce readiness and employability” on a State Board-approved, nationally-recognized job skills assessment.
- The State will reimburse districts for the cost of administering job skills assessment.
- Associations have advocated for WorkKeys to be approved as an appropriate job skills assessment.

# Academic Rigor

- 50% of CTE graduates continue their education after high school
  - CTE students must meet the same academic requirements as non-CTE
  - CTE students have access to obtain college credit

# College Credit Plus

- Replaces post-secondary enrollment options starting in 2015–2016. Governs all arrangements where high school student enrolls in college to receive credit. CTE programs are exempt, however, until July 1, 2016.
- Requires all secondary schools, including JVSDs, to have at least 2 model pathways developed with at least one public college partner.
- Sets a default floor (\$40 per credit hour) and ceiling (\$160 per credit hour) for state funding. Permits schools and colleges to enter into alternative payment agreements for less or more than the default amounts exceed ceiling if other requirements are met.
- Significant procedural requirements included for schools (e.g., promote program, providing information to students, develop grade and class standing policies, develop model course pathways, collect and report data annually, etc.).

# Testing

- **College and Work-Ready Assessment.**
  - Sets replacement of OGT beginning with students entering 9<sup>th</sup> grade for the first time on July 1, 2014.
  - End-of-course examinations for seven subjects: English Language Arts I and II, Physical Science, Algebra I, Geometry, American History, and American Government.
  - ODE may replace the Algebra I exam with an Algebra II exam on or after July 1, 2016.

# Credentials

- Why are credentials important?

# Connecting Education and Careers

- Beginning in 2015–2016, district boards, including JVSD boards, must adopt a career advising policy that specifies how the district will:
  - link schoolwork to career fields,
  - create a career advising plan for grades 6–12,
  - provide additional interventions for at-risk students,
  - train employees how to provide career pathway advice to students,
  - develop clear academic pathways through which students can earn a diploma,
  - identify courses that provide students both academic and career-technical credit,
  - document career advising provided to students, and
  - prepare students for post-secondary transition.

# At-Risk Students

- Starting in 2015–2016, districts must
  - ❑ identify students who are at risk of dropping out of school using a research-based, locally based method and
  - ❑ develop a “success plan” for each of those students that addresses the student’s academic pathway to a successful graduation and the role of CTE, competency-based education, and experiential learning, as appropriate, in that pathway.
- **ODE model policy released by December 31, 2014;** an online clearinghouse of research and proven practices for districts available by July 1, 2015.

# Connecting Education and Careers



- Focus on apprenticeships
- Business/Education Collaboration
- Pioneer Pipe and Mid-East





# RAMTEC – Tri Rivers Career Center

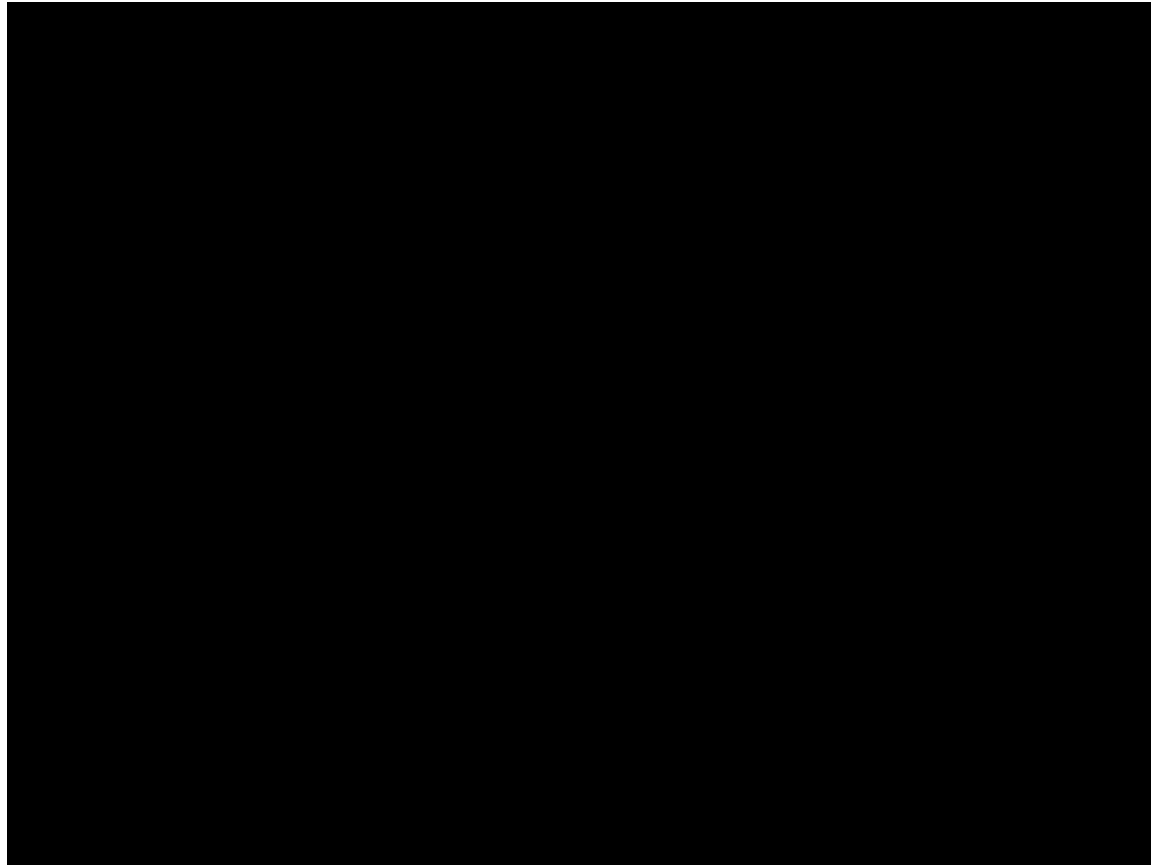


U.S. Sen. Rob Portman visits Tri-Rivers Career Center and RAMTEC

# Adult Education

- ABLE Programs
- One Year Option

# Support for CTE...



# Questions?

## Contact Information:

Dan Coffman - [dcoffman@mideastctc.org](mailto:dcoffman@mideastctc.org)

Christine Gardner – [Christine@ohioacte.org](mailto:Christine@ohioacte.org)