Expanding Career-Technical Education Opportunities

- As Ohio’s economy continues to improve, career-technical education prepares students for highly technical jobs that require specialized skill and training. Career-technical education readies Ohio high school and adult students for many high-skilled, increasingly technical jobs that are going unfilled. CTE programs in the middle grades help expose students at an early age to opportunities that they might not otherwise know about.
- Ohio’s career-technical educators continue to be a part of expanding career-tech to reach many more students. Career-tech education is delivered through programs that best meet the needs of students and business and industry.

It’s About Ohio Jobs

An Ohio Competitive Advantage

- Ohio is one of the few states in the nation with a comprehensive career-technical education system. Our CTE system was established in the 1940s with “vocational” facilities across the state to prepare and educate the workforce. Today, Ohio’s modern “CTE” system is highly advanced, with a 21st Century curriculum enabling high school and adult students to obtain highly technical and specialized skills. There are 52 Ohio Technical Centers (Adult Career Center) integrated within Ohio’s 90 Career and Technical Education Planning Districts (CTPD). CTE programs are available to 100% of Ohio’s public high school students.
- Career technical education is in tune with local economic and student needs. Though CTE is part of public education, it is a program of choice for high school students and their parents.
- Because CTE relies on voluntary student enrollments and the ability to place students into high-demand occupations, CTE is responsive to the needs of business and industry partners, who often help design classes and provide instructors.
- CTE provides multiple education pathways that emphasize high quality career and college readiness.

A Smart Investment

- CTE offers high school programs that meet the needs of the local economy. High school students enter the job market with credentials making good wages and prepared to be successful in college.
- Adult education programs range from two-week certificate classes to longer term credentialing programs, as well as customized training for business and industry.

Career Technical Education Delivers

- 97% of Ohio high school CTE students graduate. *
- 69% of all Ohio high school CTE students are employed and 51% enroll in postsecondary education within six months of leaving school.*
- CTE is a model for shared services by reducing costs to school districts by offering quality career-technical programs to high school and adult students at centralized locations.

CTE FAST FACTS*

121,730
High School CTE Students

23%
Students who earned 12 industry credential points

22,398
CTE Adult Students Earning a Credential, License or Technical Assessment**
2020 Policy Recommendations

To continue providing high quality career-technical education ("CTE") that will enhance Ohio’s workforce and provide meaningful career options to high school and adult students, career-tech educators emphasize the following policy priorities for the Ohio General Assembly in 2020:

Senate Bill 89:
Last year, Senator Matt Huffman (R-Lima) sponsored legislation (SB 89) to help resolve several policy issues impacting the ability of career technical schools, teachers, and administrators to efficiently deliver quality CTE to students. SB 89 provisions include, but are not limited to, the following:

- Creates parameters and limitations surrounding Ohio’s Education Management Information System (EMIS) and its data collection process;
- Reduces regulations that apply to career-tech substitute teachers;
- Reduces regulations that apply to educators with adult teaching permits;

On October 23, 2019, the Ohio Senate unanimously passed SB 89. The Ohio Association for Career and Technical Education (ACTE), along with the Ohio Association of Career-Technical Superintendents (OACTS) and the Ohio Association of Comprehensive and Compact Career Technical Schools (Ohio CCS), will continue to advocate SB 89 as it is considered and discussed in the Ohio House of Representatives.

Ensure Adequate Funding for CTE:
Over the next year, state lawmakers intend to continue deliberations on possible changes to the state’s school funding formula. CTE representatives have submitted funding recommendations (summarized below) that are vital to career-tech, regardless of the final formula adopted by the legislature and Administration.

- Maintain base aid for career-tech programming delivered through Career Centers/Joint Vocational School Districts (JVSDs), Comprehensives and Compacts, incorporating a pupil teacher ratio of one teacher for every eighteen students;
- Continue career-tech education “weighted” funding allocations under the current formula, and ensure such funding remains outside any “cap”;
- Establish state programs to secure innovative approaches to career exploration.

The career-tech community will continue to advocate these recommendations, which have been included in an existing school funding bill (HB 305) sponsored by state representatives Bob Cupp (R-Lima) and John Patterson (D-Jefferson). Ohio ACTE will also serve as a resource to the legislature as it continues to discuss this important issue.

Collaboration with Stakeholders on Ohio’s CTE System:
Recently, in Ohio and across the nation, state and federal policymakers have placed a renewed emphasis on career-technical education, based in part on its connection to workforce development and value in closing the “skills gap.” Ohio’s CTE framework is currently recognized as one of the most effective nationwide and has evolved over the last several decades. Now more than ever, career-tech educators and administrators are working with business and industry to address regional workforce needs and educate high school and adult students on career options / choices. As the state considers policies to further enhance CTE, the career-tech associations, including Ohio ACTE, OACTS, and Ohio CCS, are committed to collaboration and healthy discussion among leaders in education, business, and government. As part of these discussions, we seek to share with policymakers the current, successful delivery system for career-technical education, and assist with the development and implementation of student-focused state policy.