

CAREER PATHWAYS IN OHIO: Connecting Education to Careers

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PRESENTATION OUTLINE:

1. Vocational Education had a negative stigma attached to its existence. It was viewed as the “Dumping Ground” for those young people who were not “going to college” or considered as “college material.” These were usually the kids that were labeled as “trouble makers” or “disabled.” The view by education administrators in many schools was that these young people needed some type of skill in order to live and survive after high school. These vocational education jobs had the tendency to sometimes be dirty and/or dangerous, very blue collar and less desirable than white collar employment.
2. This image started to change in 1983 with the release of the seminal report, “A Nation At Risk,” by the US Department of Education. This report provided a bleak picture of the American education system. It argued that if the US did not by improve its educational offerings and how it was preparing citizens for the workforce, then the nation would lose ground as a world power to countries like Japan, Russia, China, etc. (*Very similar to today’s arguments about education and career preparation*). It called for educational reforms.
(<http://www2.ed.gov/pubs/NatAtRisk/index.html>)
3. One of the first reforms issued on the cusp of the report was the Carl D. Perkins Vocational Education Act of 1984. It was named after a US congressman from Kentucky, Carl D. Perkins, who was a champion of vocational education. Perkins oversaw one of the poorest districts in the state and nation. The Act provided an increase of funding to support vocational education as well as strong emphasis around support for students with disabilities and barriers to access education. Moreover, it focused on providing career guidance to students.
4. By 1990, the Perkins Act was reauthorized. Under this iteration a new mandate known as Tech Prep (<http://www2.ed.gov/programs/techprep/index.html>) was introduced by a man named Dale Parnell
(http://www.aacc.nche.edu/Resources/leadership/Documents/Parnell_LegacyOfLeadership.pdf)
. Parnell, who was the president of the American Association of Community Colleges at the time, had written a book entitled, “The Neglected Majority.” (https://www.amazon.com/Neglected-Majority-Dale-Parnell/dp/0871171546/ref=asap_bc?ie=UTF8) In this book, Parnell argued that there was a middle faction of high school students—about 70%— that did not have a clue on what they were going to do with their lives. Many might attempt college, many more would go to work, and others would probably do nothing immediately. Parnell believed that vocational education could serve this population well, and college was a real possibility beyond a secondary vocational school (*He also saw it as an opportunity to increase community college enrollment*). Tech Prep’s focus was to create articulation agreements between secondary and postsecondary

institutions in order for students to gain knowledge and college credit within their educational pathway.

5. Through 1990 and into the 2000s, Ohio became a national leader in Tech Prep, taking innovative approaches to curriculum development and delivery. By 2006, Perkins IV, which now was known as the Carl D. Perkins Career and Technical Education Act, took elements from Tech Prep and focused in on developing Programs of Study (POS). Perkins had been rebranding itself removing the old “vocational education” stigma and replacing it with “career-technical education” which emphasized high-tech, high-skill, and high-wage occupations in technical career fields. POS still viewed the articulation agreements as the core element of making secondary to postsecondary connections, but made it mandatory that each secondary career technical school have at least one agreement with a postsecondary partner. Ohio decided to go beyond the legislation to make sure that every secondary career-technical program had an articulation agreement with an equivalent program at a postsecondary institution giving students an opportunity to gain college credit through any secondary career-tech program.
6. USDE, through non-regulatory guidance, meaning that it was at the discretion of the state if they wanted to go beyond legislation, began to highlight a more complete package of the Programs of Study concept by introducing Rigorous Programs of Study (RPOS). RPOS outlined the elements important to having a complete POS package: Legislation and Policies; Partnerships; Professional Development; Accountability and Evaluation Systems; College and Career Readiness Standards; Course Sequences; Credit Transfer Agreements; Guidance Counseling and Academic Advisement; Teaching and Learning Strategies; and Technical Skill Assessments. Soon, many in the career tech ed world began referring to RPOS as Career Pathways including Arne Duncan (at the time was US Secretary of Education) as he addressed the Career & Technical Education State Directors at their annual conference in 2011.
7. CAREER PATHWAYS – There are many examples of Career Pathways a few to consider:
 - a. COLLEGE NOW – <http://www.college-now.org/>
 - b. HONDA PARTNERSHIP WITH COLUMBUS STATE – <http://www.csc.edu/about/news-press/2016/honda-autoline.shtml>
 - c. P-TECH SCHOOLS – <http://www.ptech.org/>
 - d. US CHAMBER OF COMMERCE FOUNDATION – <https://www.uschamberfoundation.org/center-education-and-workforce>
8. OHIO’S CAREER FOCUS
 - a. GOVERNOR’S OFFICE OF WORKFORCE TRANSFORMATION – <http://workforce.ohio.gov/>
 - b. ODJFS (Ohio’s Combined State Plan) – <http://workforce.ohio.gov/Initiatives/CombinedStatePlan.aspx>
 - c. OHIOMEANSJOBS.COM – <https://jobseeker.ohiomeansjobs.monster.com/>
 - d. OHIO DEPARTMENT OF EDUCATION & HIGHER EDUCATION

- i. Career Connections – <http://education.ohio.gov/Topics/Career-Tech/Career-Connections>
- ii. Career Advisement – <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Advising-Policy-and-Student-Success-Plan>

9. “THE CAREER CONVERSATION SHOULD HAPPEN EARLY AND OFTEN”

a. Career Awareness and Exploration

- i. Young people should be given opportunities inside and outside of class to better understand what careers are available, what you must do to prepare, and how much you can make.
- ii. Parents, administrators, and other community stakeholders (i.e., local government, clergy, non-profits, etc.) need to understand and be able to promote career options for young people at all ages (PK—20).

b. Career and Academic Counseling & Advisement

- i. We should ask young people, “what do you want do?” and “who do you want to be?” as opposed to “what subject do you want to study?” or “what do you want to major in?” We need to assess young people so they can learn what they are interested in doing, provide them with opportunities to engage that interest, and then let them grow it into a passion.
- ii. Counseling and Advising will be pivotal in helping young people and adults find careers that fit. Unfortunately, Ohio’s counselor to student ratio average is 1:460 (<https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-school-counseling-mandates-and-legislation>). Others in the community will have to lend a hand to help students realize career aspirations. It can’t be left to the counselor who is inundated with student issues, testing, and assigning classes.
- iii. Colleges have to engage students early in the career development process. For example, the first day they step on campus! Most don’t have this relationship with their student body or with the faculty and administration to make career a major focus. Ironically, the majority of students are there to... “Get a job!” More needs to be done to provide internships for students beginning Freshman year.

c. Curriculum Development

- i. Business & Industry program advisory committees. Most CTE schools at secondary and postsecondary level have advisory committees that help provide information on future industry trends, shaping the curriculum.
- ii. Instructional Standards in CTE are developed in conjunction with business, industry, faculty, and administrators. These standard span grades 9-14. There are “Futuring” panels/focus groups that help build these standards, which are used to create local level curriculum. The academic, general studies side of education needs to look closer at how to incorporate career connection within

the standards development/curriculum development process within their secondary schools.

- iii. Soft Skills or the need for soft skills is the main thing we hear from businesses when discussing potential employees going through our education systems. The group 21st century skills (<http://www.p21.org/>) talks about those behaviors critical to success in this space—The 4 Cs: Collaboration, Critical Thinking, Communication, and Creativity. Really, these attributes should be woven throughout curriculums beginning at early childhood, Pre-K to college, and technical certification completion. I believe two more Cs should be included: Curiosity and Civility. Students should always be encouraged to be curious when it comes to learning—this helps foster creativity through questioning.

10. CREDIT TRANSFER OPTIONS – <https://www.ohiohighered.org/transfer>

- a. Understanding Credit Transfer – <https://www.ohiohighered.org/transfer/ct2/earning-college-credit>

11. GOVERNOR’S EXECUTIVE WORKFORCE BOARD was recently charged by Governor Kasich to “Identify ways to prepare and continuously retrain Ohioans of all ages for the jobs of today and tomorrow.” The Board members were broken up into four selected areas to address problem statements specific to those areas. The areas are: Pre-Kindergarten through 5th grade; 6th grade through 12 grade & Career and Technical Education; Postsecondary; and Adult Learning. Recommendations have been collected and once finalized provided to the Governor for potential action.



CAREER PATHWAYS IN OHIO: *Connecting Education to Careers*

**Ohio School Boards Association
Student Achievement Liaison Team Meeting
Tuesday, November 15, 2016**

- Anthony M. Landis, Senior Director
College and Career Access & Success

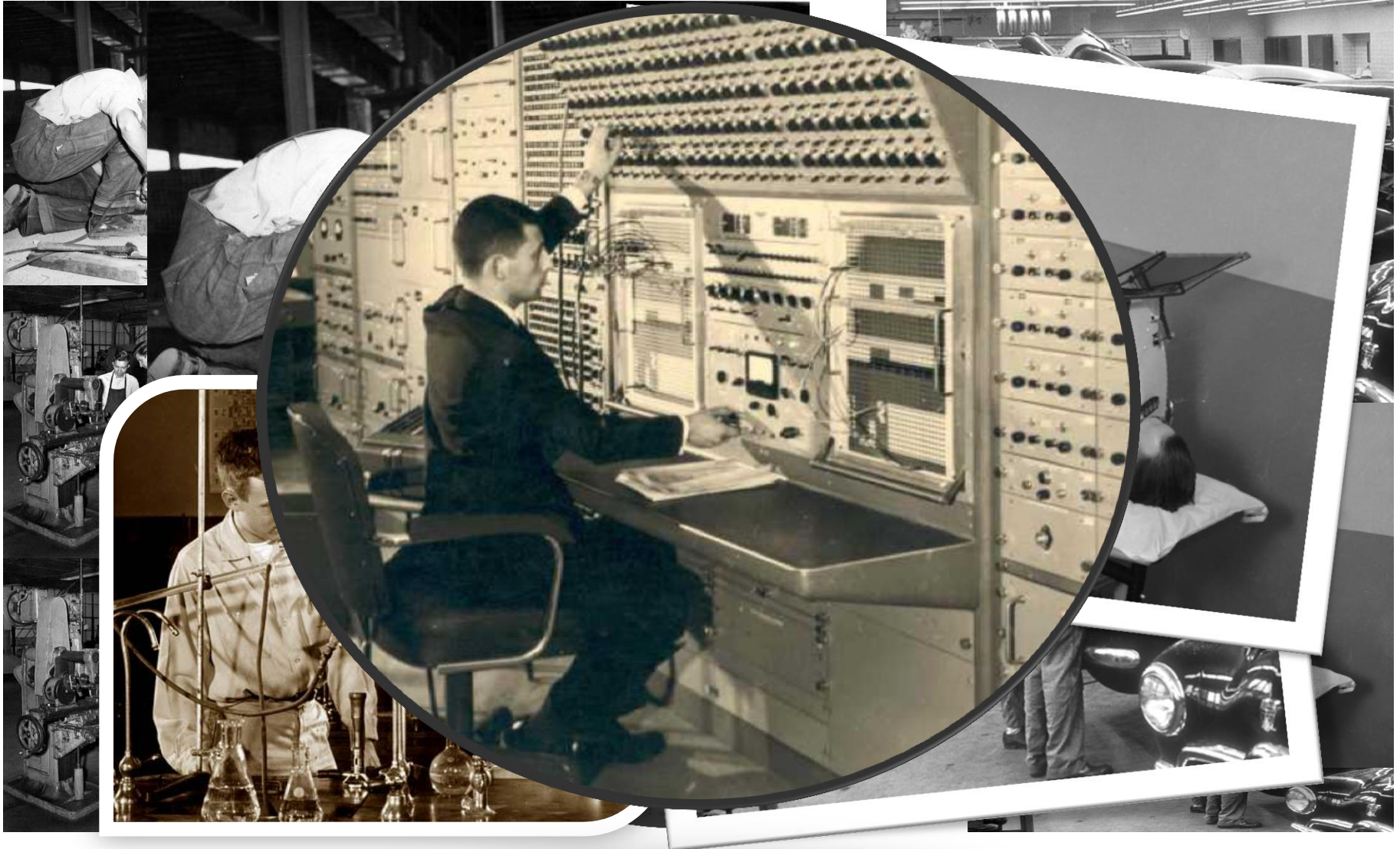


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VOCATIONAL EDUCATION



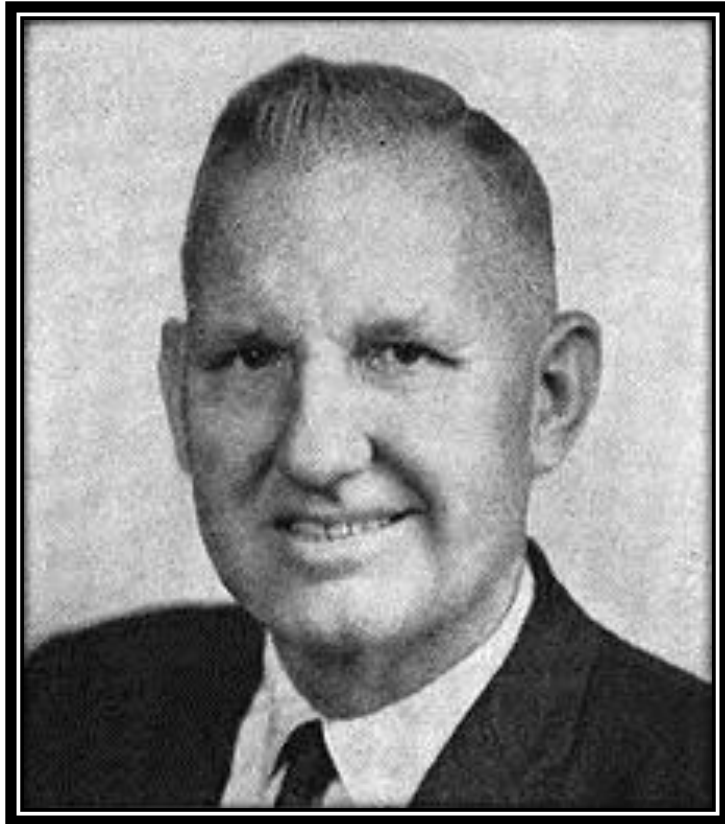
A Nation At Risk:

THE
IMPERATIVE
FOR EDUCATIONAL
REFORM



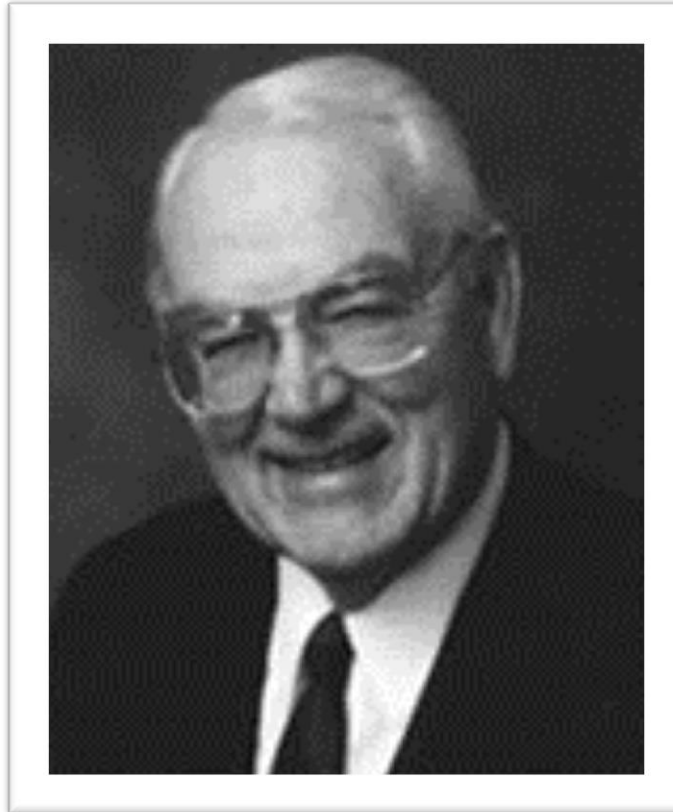
The National Commission on Excellence
in Education

CARL D. PERKINS VOCATIONAL EDUCATION ACT



Dr. Dale Parnell

“The Father of Tech Prep”

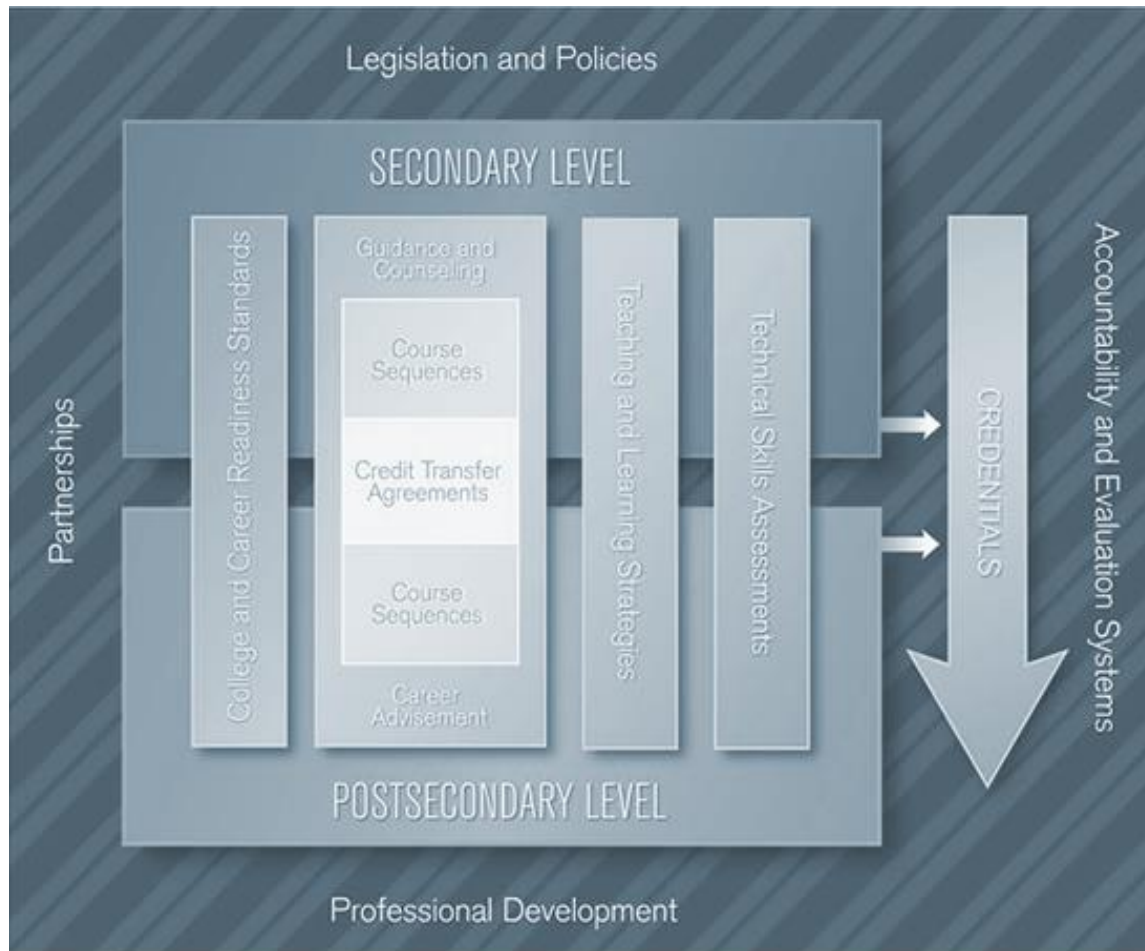


CAREER & TECHNICAL EDUCATION

“Not You Grandfather’s Voc. ED”



RIGOROUS PROGRAMS OF STUDY



The framework contains 10 supporting elements* that are viewed by CTE practitioners as instrumental for creating and implementing high quality, comprehensive programs of study.

- 1. Legislation and Policies**
- 2. Partnerships**
- 3. Professional Development**
- 4. Accountability and Evaluation Systems**
- 5. College and Career Readiness Standards**
- 6. Course Sequences**
- 7. Credit Transfer Agreements**
- 8. Guidance Counseling and Academic Advisement**
- 9. Teaching and Learning Strategies**
- 10. Technical Skill Assessments**

* See the relationship between programs of study requirements and the framework supporting elements.



CAREER PATHWAYS

P.TECH

Pathways in Technology
Early College High School

COLUMBUS STATE

COMMUNITY COLLEGE

HONDA



MANAGING THE TALENT PIPELINE:
A New Approach to Closing the Skills Gap



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OHIO'S CAREER FOCUS

- GOVERNOR'S OFFICE OF WORKFORCE TRANSFORMATION
- OHIO DEPARTMENT OF JOBS AND FAMILY SERVICES – WORKFORCE INNOVATION & OPPORTUNITY ACT
- OHIO MEANS JOBS CENTERS (Formerly known as One-Stops)
- OHIOMEANSJOBS.COM
- OHIO DEPARTMENT OF EDUCATION & HIGHER EDUCATION

career connections



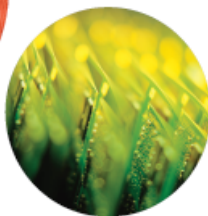
Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Board of Regents, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.



Career Exploration

Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

Career Planning

High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

career connections FRAMEWORK

ELEMENTARY GRADES

Career Awareness (e.g.: describe careers, identify career information, interpret connections between school and future work)

- Workplace visits with career interviews
- Career connection learning strategies
- Classroom career speakers
- Introduction to Ohio career fields and pathways

MIDDLE GRADES

Career Exploration & Interests (e.g.: identify interests, develop self-awareness, determine personal motivations related to work and income)

- Advanced academic and technical education
- Student Success Plan
- Career connections learning strategies
- Workplace visits with career interviews
- Career development courses
- Career mentorships
- Career research
- Service learning
- Career tech student organizations
- OhioMeansJobs K-12
- Career pathways

HIGH SCHOOL

Career Planning, Decision-Making, & Transition (e.g.: understand career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests)

- Advanced academic and technical education
- Dual enrollment earning high school and college credits
- Career academies
- Career connections learning strategies
- Career pathways
- Career tech student organizations
- Employer-recognized certification and licensure
- Student Success Plan
- Internships
- Career mentorships
- Pre-apprenticeship programs
- Part-time work
- Service learning
- Work-based learning
- OhioMeansJobs K-12

LIFELONG LEARNING

Career Preparation and Fulfillment (e.g.: pursue career interests, engage in career-based learning related to established goals, access and navigate resources that lead to continued growth and development, reflect on goals and adjust plans according to economic and interest changes)

- Advanced education and training programs
- Apprenticeships
- Career mentorships
- Cooperative education programs
- Economic viability
- Industry credentials
- Internships
- Professional development
- Reflective career evaluation and changes
- Service learning
- Successful work experiences
- OhioMeansJobs



“The Career Conversation Should Happen Early and Often.”

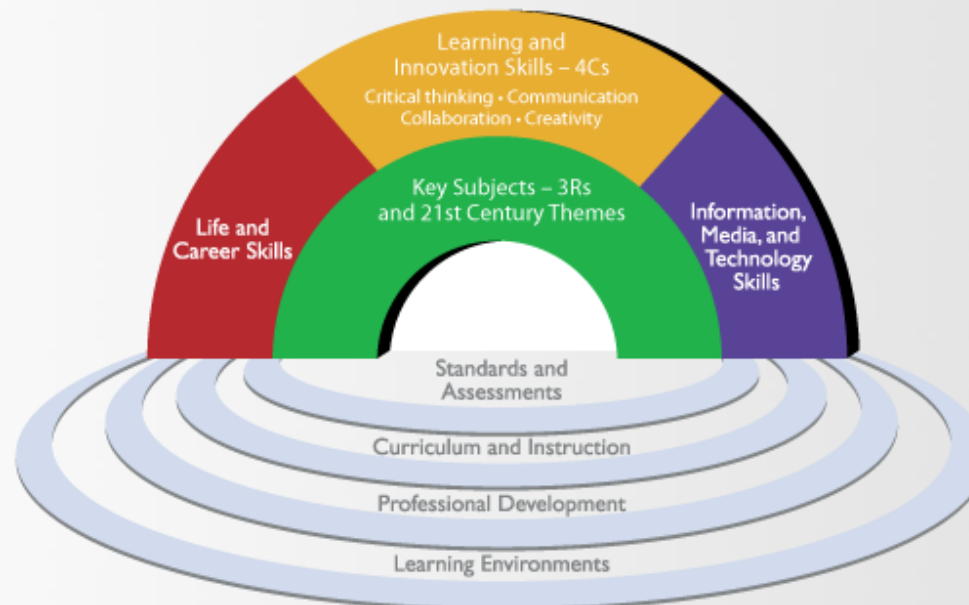
- CAREER AWARENESS & EXPLORATION
 - Choose Wisely
- CAREER and ACADEMIC COUNSELING & ADVISEMENT
 - What do you want to do?
- CURRICULUM DEVELOPMENT
 - B&I program advisory committees and cross skills
 - Instructional Standards
 - Soft Skills



THE FOUR C'S + 2 MORE

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2007 Partnership for 21st Century Learning (P21)

www.P21.org/Framework



THE 2 MORE

- CURIOSITY
- CIVILITY



CREDIT TRANSFER OPTIONS

- OHIO MATHEMATICS INITIATIVE – Creating relevant, diverse math pathways for post-secondary students.
- ONE YEAR OPTION – securing a path to an ATS degree for adult programs 900+ clock hours or above, with Chancellor Approved Credentials.
- MILITARY ARTICULATION – looks at military occupations/designations and relates them to statewide articulated courses.



CREDIT TRANSFER OPTIONS

- CAREER TECH ASSURANCE GUIDES (CTAGs) [SCTAI] – creates and inventory of more than 140 course-level, statewide articulation agreements for secondary and adult CTE students
- TRANSFER ASSURANCE GUIDES (TAGs) – creates transfer among two and four year public institutions in pre-major courses/
*many CCP course my be TAG courses.
- AP/CLEP/PLA – recognize prior learning and exam achievement through awarded credit
- COLLEGE CREDIT PLUS (CCP) – agreements between high school and college for transcribed credit.



CREDIT TRANSFER OPTIONS

- OHIO TRANSFER MODULE (Passport Initiative) –transfer of general education core courses, from two year to four year institutions.
- CREDIT WHEN ITS DUE – awards associate degrees to students who, while unaware, have completed them through transfer.
- REMEDIATION FREE STANDARDS – uniform and statewide
- GUIDED PATHWAYS (2+2) – creating and supporting complete transfer from two year to a four year degree, through guidance and course alignment.



GOVERNOR'S EXECUTIVE WORKFORCE DEVELOPMENT BOARD

**“Identify ways to prepare and
continuously retrain Ohioans of all
ages for the jobs of today and
tomorrow.”**



SELECTED AREAS OF CONCENTRATION

- Pre-Kindergarten through 5th Grade
- 6th Grade through 12th Grade & Career Technical Education
- Postsecondary Education
- Adult Learning



A FEW RECOMMENDATIONS

- TEACHER EXTERNSHIPS
- WORK-BASED LEARNING
- PARTNERSHIPS, INTERNSHIPS, AND APPRENTICESHIPS
- MUCH MORE TO COME...



THANK YOU



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