

MADEIRA SCHOOLS PLANNING COMMISSION

REPORT ON CAREER AND TECHNICAL EDUCATION

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Committee:

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Objective

The purpose of the study was to review the opportunities available to Madeira students at Great Oaks Career Campuses and to determine what steps can be taken to ensure that students and parents are well informed about the resources and programs offered at Great Oaks Institute of Technology and Career Development.

Methods

In order to gain an understanding of the offerings at Great Oaks and to better understand the process at Madeira, interviews were conducted and information was gathered from the following individuals:

Robin White, President/CEO of Great Oaks
Rebecca Beckstedt, Public Relations Coordinator, Great Oaks
Chris Mate, Principal of Madeira High School
Kim Homer, Guidance Counselor at Madeira High School
Doug Hammond, Retired Guidance Counselor, Indian Hill High School
Brian Marcello, Madeira student in the Culinary Arts Program at Scarlet Oaks

Additionally, we looked for current information on jobs that require a technical degree and reviewed articles discussing the relevancy of technical education in the high school setting.

Background

Great Oaks is the largest career and technical school district in the country. Their four campuses and three economic development centers provide programs for 8,000 students and 50,000 adults from 36 affiliated school districts. (see Attachment I – Programs by Campus, Great Oaks Locations, and Great Oaks Affiliated School Districts) There are over 40 programs offered ranging from Health Technology to Culinary Arts. The courses are always evolving based on industry recommendations and students' skills and interests. For example, next school year at Scarlet Oaks, four new courses will be offered: Biotechnology, Engineering Technology and Robotics, Sports Medicine and Rehabilitation, and Teaching Professions.

Madeira students attend Live Oaks Career Development Campus in Milford, the campus closest to their home. However, there is an open enrollment policy that allows students to attend another campus if their career major choice is not offered at Live Oaks.

Perception of Career and Technical Education

The perception of vocational education is changing and career and technical education has become an important component of high school reform. According to the U.S. Department of Education, enrollment in Career and Technical education has increased by 57% in the past decade, from 9.6 million students in 1999 to 15.1 million in 2004. Technology has had a huge impact on this growth. Educators are realizing that expanded and rigorous career and technical education is a way to make high school more relevant to students. Technology has changed jobs and it requires higher-level skills for those people responsible for making, repairing, or servicing.

Career and technical schools are no longer a place where students go when they can't "make it" in a traditional school setting. Academics have to be an important part of vocational school programs today because the job market demands it. The Perkins Vocational and Technical Education Act, reauthorized in 1998, included for the first time a requirement for career and technical education programs to meet the same academic standards as traditional high schools.

Findings

1. Jobs

Today, only 30% of the jobs require a Bachelors Degree. 75% of all jobs require some kind of technical training. As business leaders, policy makers, and educators become increasingly concerned about America's global position, they are looking to career-technical education to prepare students with the competitive skills necessary for economic development. There are many high quality jobs that require a technical degree rather than a college degree. (See Attachment II – List of Jobs) A recent large-scale study of 13,000 Ohio vocational education graduates found that seven years after high school, the vocational school graduates earned significantly more than a comparable group of non-vocational graduates.

2. Career and Technical Program Options

There are several options for the Great Oaks Career Program.

Full day

Students can spend their entire school day at Great Oaks. They spend 2 1/2 hours in their career major laboratories with instructors who have worked in the field. They then spend the remainder of their day completing academic coursework. Their required courses are determined by their career major and individual academic plan for graduation. The benefit of this option is the continuity of the program and the sense of belonging to a career program. The drawback is the necessary change of school with a loss of connection to the daily happenings of the "home" school. Although students are

encouraged to participate in the home school activities they may no longer feel welcome or accepted at their home school.

Half Day

All career-technical programs also offer a half-day option with the student taking career-technical program classes at a Great Oaks campus and continuing with academics at their high school. This option gives the student the benefit of feeling more included in their “home” high school day. The drawbacks include the issue of transportation and loss of instructional time. Scheduling can be an issue if the required academics that a student needs to take are not offered in a morning or afternoon block.

Satellite Programs

Great Oaks also offers Satellite Programs, a variety of programs in collaboration with affiliated school districts within the confines of the local school buildings. Many school districts participate in one of these programs. (See Attachment III – Satellite Programs) Although Madeira High School has no satellite programs, they are definitely an option. Creation of a satellite program involves a discussion with the Senior Vice President and Assistant Dean of Satellites for a good match of programs. Present satellite program options include:

- Co-op programs that provide opportunities for high school seniors to spend a minimum of fifteen hours a week working in the community.
- Foundations courses in Technology Education or Information Technology that are designed to provide ninth and tenth grade students with insight into the wide range of career opportunities in these fields.
- Career based Intervention Programs that are designed to help students overcome barriers to career and academic success.
- GRADS (Graduation, Reality and Dual Role Skills), which serves pregnant and parenting students and provides support for them to stay in school and graduate.
- Family and Consumer Sciences classes.
- Workforce development programs in business, marketing, engineering, and teaching professions.

Internships

One of the benefits of a career-technical education is the integration of school and workplace experiences. Some programs have internships as part of the curriculum, e.g. Early Childhood Education, Health Technology, and Cosmetology. Marketing and Teaching Professions are among the satellite programs that have internships as a unique part of the program.

3. Communication

Communication with schools, parents and students is an important component of a successful career and technical education program. Madeira Schools and Great Oaks have developed close ties over the years. Madeira has direct representation on the Great Oaks Board of Directors and Administrative peers from both districts have a positive relationship.

Great Oaks Career Development fosters this career-based communication from kindergarten through high school. The Career Development program provides funds and opportunities for educators of K-12 students. Among the Career Development activities in Madeira this school year were:

- Kindergarten – A beginning exposure to various careers, including firefighting, law enforcement, and other professions, including teachers in the building.
- 1st grade – Writing books to learn the challenges of being an author.
- 2nd and 3rd grade – Study science careers, including classroom visits by scientists.
- 4th grade – Study various careers in social studies and science, plus research, writers, and inventors.
- 5th grade – Study careers in various art media, including photography, math in art, and Egyptology
- 6th – 8th grade – Visit Live Oaks, begin a career interest assessment, create their career plan online, and work with a lifestyle budget to plan realistically for their future
- 9th – 12th grades – Review their career plans annually and take interest skills and work values assessments. The Stock Market Game and business plans, plus college information and presentations, are part of the 9-12 Career Development program.

The increased attention during a student's sophomore year provides both students and parents the opportunity to investigate this option more thoroughly. Convincing parents may be a major obstacle. Some parents are resistant to the idea of their child attending a career institute. They often associate them with the traditional vocational education program.

Changing this perception may be a slow process and require that parents understand that career and college are not opposing goals. Many educators believe that thinking about careers early will help keep students interested in high school. There will be fewer dropouts and increased interest in studies when students can make a connection between their education and their career.

4. Discipline Issues

There are concerns by some that a vocational school may have more discipline issues. Bringing students together from neighboring schools that are often considered “rivals” in sports, etc. can be a challenging task. Great Oaks does provide an orientation program at the beginning of each school year to introduce students to their new program and to review expectations. Efforts are made throughout the year to maintain a positive atmosphere. If a problem does arise, Great Oaks students are well aware that there is a zero tolerance for discipline issues. As students work in high tech labs, it is mandatory that extreme safety measures be observed. This includes a no tolerance policy for behavior that jeopardizes the safety of a student, their peers or teachers. Those students who do not comply with the high behavior standards are placed in a five-day in-school suspension during which time they receive counseling and continue with their academics.

5. Success Rate

The goal for all Great Oaks students is to earn a high school diploma and a career technical certificate of completion. Each student at Great Oaks creates an Individual Academic Plan in collaboration with his/hers teachers, counselors and parents. This ensures that the student is taking the appropriate courses and receiving support if necessary, to graduate on time with a career plan for continuing education and employment.

According to Robin White, President/CEO of Great Oaks, in the class of 2005, 97.12% of the graduates are now continuing their educations, are employed, or both. From the Great Oaks class of 2005, 40.31% are continuing their education. The majority of these students are enrolled in 2-year institutions, which offer them the possibility of transferring to a 4-year college to earn a bachelors degree. In the past 8 years, those continuing their education increased 12%. The tracking of those in continuing education shows that 75% of those in post-secondary education continued through the first year. Two years after graduation, 67% of those completing a career technical program are continuing their education. The national average is 25%.

6. Process and Participation at Madeira

As mentioned earlier, Madeira students are introduced to the programs available at Great Oaks in the 8th grade through a day-long field trip to Live Oaks where they have the opportunity to see the facility and talk to students who are involved in some of the programs. As part of the language arts curriculum, students use the Kuder software provided by Great Oaks to complete a skill and interest assessment. Based on these results, the students research different career options and develop a career portfolio.

At the beginning of their sophomore year, a career specialist from Great Oaks comes to the high school and talks to students. This usually occurs in their history classes with the exception of AP history classes. Students currently enrolled at Great Oaks also come to speak about the programs in which they are involved. At this time, interested students

can sign up to receive more information and schedule a visit during school. There is also an open house where the students and parents can attend to learn more about the programs and see the campuses. The guidance counselors also try to identify students where career and technical education at one of the Great Oaks campuses may be a good fit. Sophomore students receive a quarterly publication, *Career Connections*, which includes career planning and Great Oaks information.

The number of Madeira students attending one of the Great Oaks campuses has remained relatively low over the years. We have had some Madeira students attend Great Oaks who have gone on to successful careers in their program of study. Attachment IV shows the breakdown of students attending Great Oaks from all participating districts.

Recommendations

Career and technical schools provide a valuable option for high school students. Great Oaks has an outstanding program that can prepare students with the education, training, and skills needed to enter the workforce or continue their education. We have concluded through our findings that the career and technical education offered at Great Oaks is underutilized by Madeira students. While the guidance department is very proactive in promoting these programs to our students, it appears that many students are reluctant to make a change. Choosing to leave Madeira High School may be difficult for some students and parents and could overshadow the decision to explore program options at Great Oaks. Some possible recommendations follow:

- Explore in-house “satellite” programs in both the middle school and the high school. Indian Hill has used this very successfully and their programs could be used as a model.
- Develop a strategy for more frequent communication with parents and start this process as early as possible so that parents become more aware of the partnership Madeira has with Great Oaks and the opportunities available.
- Consider introducing Great Oaks opportunities to students in the spring of their 9th grade year so that they have more time to evaluate a career path that may involve attending school at one of the Great Oaks campuses in their junior year.
- Offer more opportunities to tour the campuses and find ways to include parents. Encourage and facilitate parent and student visits to Great Oaks to observe the programs in action.
- Reach out to the community through newsletters and e-mail to help Great Oaks communicate the many evening classes offered for adults to continue their education, provide job training, or for enrichment.

References

Dillon, Naomi. "School of the Future, Preparing Students for What's to Come." *American School Board Journal* March 2007.

Vail, Kathleen. "A Changing World." *American School Board Journal* March 2007.

The Association for Career and Technical Education. ACTE online.
www.acteonline.org/career_tech/faq.cfm.

National Assessment of Vocational Education: Final Report to Congress: Executive Summary, Washington, D.C., 2004.

Literature from Great Oaks and written responses to questions provided by Great Oaks personnel.

Great Oaks website, www.GreatOaks.com.

Attachment IV provided by Great Oaks.

Programs by Campus

www.greatoaks.com/hsprograms

Diamond Oaks Campus

- Automotive Technology
- Business Management & Administrative Services
- Chef Training
- Commercial/Residential Electricity
- Computer Assisted Drafting
- Computer Service Technician & Networking
- Construction Framing & Finishing Technologies
- Cosmetology
- Early Childhood Education
- Equine Science & Management
- Health Technology
- Heating, Ventilating & Air Conditioning
- Horticulture Operations
- Interactive Media
- Natural Resources Technology
- Pre-Engineering Technology
- Veterinary Assisting

Laurel Oaks Campus

- Agricultural/Industrial/Diesel Mechanics
- Automotive Technology
- Aviation Maintenance Technician
- Business Management & Administrative Services
- Computer Service Technician & Networking
- Construction Framing & Finishing Technologies
- Cosmetology
- Early Childhood Education
- Equine Science & Management
- Health Technology
- Masonry
- Natural Resources Technology
- Pre-Engineering Technologies
- Restaurant Operations

Live Oaks Campus

- Animal Science & Management
- Automotive Technology
- Business Management & Administrative Services
- Computer Assisted Drafting

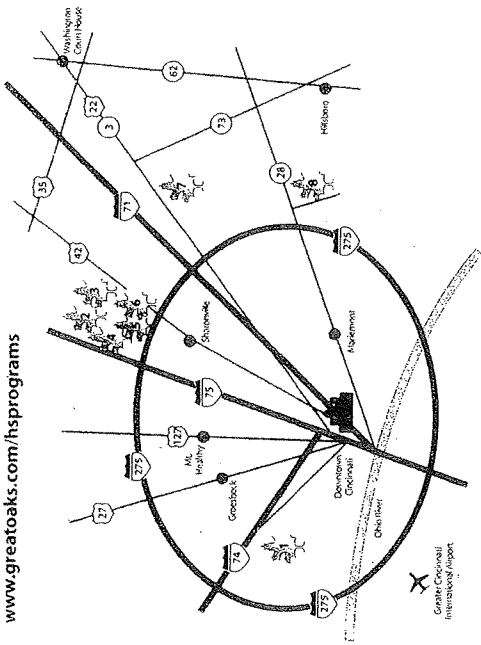
- Computer Service Technician & Networking
- Construction Framing & Finishing Technologies
- Cosmetology
- Early Childhood Education
- E-Marketing
- Health Technology
- Heating, Ventilating & Air Conditioning
- Heavy Equipment Operations & Engineering
- Interactive Media
- Pre-Engineering Technology
- Restaurant Operations
- *Sales and Marketing

Scarlet Oaks Campus

- Automotive Technology
- Biotechnology
- Business Management & Administrative Services
- Commercial/Residential Electricity
- Computer Service Technician & Networking
- Construction Framing & Finishing Technologies
- Cosmetology
- Culinary Arts & Hospitality Services
- Dental Assisting
- Digital TV Production Technician
- E-Marketing
- Early Childhood Education
- Engineering Technologies & Robotics
- Firefighting/Emergency Medical Service
- Health Technology
- Hotel Operations
- Industrial Diesel Mechanics
- Industrial Facilities Technician
- Interactive Media
- Law Enforcement
- Masonry
- Plumbing
- Secondary/Practical Nursing
- Sports Rehabilitation Therapy
- Teaching Professions
- *Welding

Great Oaks Locations

www.greatoaks.com/hsprograms



Diamond Oaks
513.574.1300

Scarlet Oaks
513.771.8810

Public Safety Services Center
513.771.8925

Technology Conference Center
513.771.8840

District Office
513.771.8840

Instructional Resource Center
513.612.3636

Laurel Oaks
937.382.1411 or 1.800.752.5480

Live Oaks
513.575.1900

Campus Locations:

Diamond Oaks Campus
6375 Harrison Avenue
Cincinnati, Ohio 45247

Laurel Oaks Campus
300 Oak Drive
Wilmington, Ohio 45177

Live Oaks Campus
5956 Buckwheat Road
Milford, Ohio 45150

Scarlet Oaks Campus
3254 East Kemper Road
Cincinnati, Ohio 45241

- Great Oaks Affiliated School Districts
- Batavia
 - Blanchester
 - Clermont Northeastern
 - Clinton-Massie
 - Deer Park
 - East Clinton
 - Fairfield (Highland Co.)
 - Finneytown
 - Forest Hills
 - Goshen
 - Greenfield
 - Hillsboro
 - Indian Hill
 - Lockland
 - Loveland
 - Lynchburg-Clay
 - Madeira
 - Marionmont
 - Mason
 - Miami Trace
 - Milford
 - Mt. Healthy
 - North College Hill
 - Norwood
 - Oak Hills
 - Princeton
 - Reading
 - Southwest
 - St. Bernard-Elmwood Pl.
 - Sycamore
 - Three Rivers
 - Washington Court House
 - West Clermont
 - Wilmington
 - Winton Woods
 - Wyoming

Attachment II – Jobs Requiring Technical Education

Career	Average Annual Earning Power	Required Education
Heating and Air-Conditioning Technician, Refrigeration Technician	\$32,780 - \$56,900	High School tech training program or above
Automotive Master Technician	\$55,482 - \$65,601	Certified high school or postsecondary associate degree ASE Master Technician Certification
Entry-Level Technician	\$24,974 - \$55,451	Certified high school program graduate
Database Administrator	\$45,500 - \$105,000	Associate's or Bachelor's Degree
Network Specialist	\$32,040 - \$60,677	Associate's or Bachelor's Degree
Electrician	\$39,790 - \$66,170	HS Diploma
Equipment Operator	\$31,850 - \$54,330	HS Diploma
Plumber	\$36,220 - \$63,400	HS Diploma
Registered Nurse	\$39,700 and over	Associate's or Bachelor's Degree
Dental Hygienist	\$39,700 and over	Associate's Degree

Data from Bureau of Labor Statistics, U.S. Department of Labor, 2002

Satellite Programs

Great Oaks offers a variety of programs in collaboration with our affiliated school districts within the confines of their local school buildings.

Program offerings range from foundation programs that provide career orientation and exploration in information technology and technical education, to workforce development programs in business, marketing, engineering, and teaching professions. Students benefit from the opportunities provided by career-technical education without leaving their home school. Great Oaks also

partners with its affiliated schools through program offerings in Work & Family Life, Career Based Intervention and GRADS programs.

Several workforce development programs in Marketing Management and Research, as well as Business Management, offer students practical work experience with internship opportunities in area businesses. Students learn by actually practicing their technical skills in multiple business settings throughout the school year.

Project SEARCH is a unique business-led transition program designed for students with disabilities with the primary goal of employment and career exploration. The students learn employability and job skills while participating in a variety of worksite rotations which will lead to competitive employment. Individualized job development and placement is designed to match the students' experiences, strengths and skills. Students are given support with accommodations, adaptations and on-the-job coaching.

Satellite Program Listings: School District Partners

BATAVIA

Information Technology
GRADS

BLANCHESTER

Applied Technology

CLINTON-MASSIE

Information Technology

EAST CLINTON

Applied Technology
Information Technology
Work & Family Life

FOREST HILLS

Anderson HS
Business Co-op
Business Management

GOSHEN

Career Based Intervention

HILLSBORO

GRADS

INDIAN HILL

Indian Hill HS
Marketing Technology
Information Technology

Indian Hill MS

Information Technology

LOVELAND

Applied Technology
Information Technology

LYNCHBURG-CLAY

Applied Technology

MIAMI TRACE

WECEP

MILFORD

GRADS
Information Technology
Marketing Management & Research

MT. HEALTHY

Applied Technology
GRADS
Information Technology
Work & Family Life

MT. NOTRE DAME

Work & Family Life

NORTH COLLEGE HILL

Applied Technology
GRADS
Teaching Professions

NORWOOD

GRADS

PRINCETON

Applied Technology

READING

Information Technology
Work & Family Life

ROGER BACON

Work & Family Life

SOUTHWEST LOCAL

Harrison HS
Connections

ST. BERNARD-ELMWOOD PLACE

GRADS
Information Technology

SYCAMORE

GRADS
Marketing Technology

THREE RIVERS

Taylor HS
Applied Technology
Business Management

WEST CLERMONT

Amelia
Business Management
Information Technology
GRADS
Project Lead The Way

Glen Este

GRADS
Information Technology
Restaurant Operations

WINTON WOODS

Winton Woods HS
Applied Technology
GRADS
Information Technology
Sports & Entertainment Marketing

Winton Woods MS

Connections

WYOMING

Applied Technology

Satellite Program Listings:

Business and Educational
Partners

CINCINNATI CHILDREN'S
HOSPITAL MEDICAL CENTER
Project SEARCH

CLINTON MEMORIAL HOSPITAL
Project SEARCH

FIFTH THIRD BANK
Project SEARCH

HAMILTON COUNTY PARKS
Project SEARCH

MERCY HOSPITAL WESTERN
HILLS
Project SEARCH

UNIVERSITY OF CINCINNATI,
CLERMONT
Gateway to Success

XAVIER UNIVERSITY
Project SEARCH

Great Oaks Institute of Technology and Career Development
Students Served by Affiliated School District

Attachment IV

Affiliate Schools	2006 - 2007			2005 - 2006			2004 - 2005			2003 - 2004			2002 - 2003			2001 - 2002		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Batavia	37	79	116	46	55	101	49	78	127	80	105	185	20	17	37	13	23	36
Blanchester	39	85	124	51	84	135	59	88	147	56	97	153	113	122	235	105	118	223
Clermont NE	39	41	80	46	60	106	34	62	96	25	41	66	35	35	70	41	42	83
Clinton-Massie	70	79	149	87	107	194	57	96	153	84	89	173	28	24	52	31	38	69
Deer Park	27	39	66	32	37	69	31	37	68	36	38	74	30	40	70	30	50	80
East Clinton	171	166	337	171	180	351	164	153	317	153	149	302	135	151	286	154	147	301
Fairfield (Highland Co)	14	14	28	17	15	32	12	16	28	15	17	32	11	11	22	7	4	11
Finneytown	16	33	49	12	30	42	14	24	38	14	30	44	18	28	46	15	20	35
Forest Hills	83	54	137	52	56	108	56	54	110	63	59	122	52	56	108	49	62	111
Goshen	44	58	102	47	44	91	56	64	120	56	60	116	48	56	104	41	54	95
Greenfield/McClain	16	29	45	10	15	25	25	19	44	37	38	75	27	36	63	30	32	62
Hillsboro	36	36	72	20	54	74	27	41	68	34	43	77	31	50	81	33	45	78
Indian Hill	178	179	357	72	82	154	48	67	115	44	49	93	56	57	113	7	2	9
Lockland	19	25	44	13	21	34	9	9	18	8	14	22	11	13	24	40	51	91
Loveland	71	89	160	104	105	209	87	107	194	65	100	165	54	102	156	53	83	136
Lynchburg-Clay	20	79	99	13	21	34	16	88	104	21	83	104	11	85	96	20	95	115
Madeira	9	11	20	12	6	18	11	12	23	11	13	24	15	12	27	8	6	14
Marionmont	5	9	14	8	10	18	15	13	28	13	9	22	9	6	15	16	6	22
Mason	17	34	51	20	36	56	17	35	52	24	37	61	26	48	74	21	43	64
Miami Trace	31	35	66	21	36	57	21	31	52	33	27	60	23	36	59	26	36	62
Milford	132	177	309	144	194	338	170	213	383	153	202	355	118	133	251	120	136	256
Mt Healthy	251	234	485	233	287	520	202	266	468	205	226	431	262	252	514	243	239	482
North College Hill	103	163	266	87	125	212	108	116	224	64	113	177	77	118	195	81	123	204
Norwood	23	27	50	33	41	74	40	44	84	32	32	64	30	24	54	38	36	74
Oak Hills	86	125	211	100	134	234	102	138	240	100	155	255	114	199	313	85	175	260
Princeton	55	63	118	71	106	177	70	116	186	97	132	229	100	186	286	91	142	233
Reading	101	106	207	95	84	179	59	66	125	89	81	170	18	26	44	21	26	47
SouthWest	74	113	187	66	108	174	83	104	187	76	97	173	66	99	165	81	103	184
St.Bernard	60	78	138	78	74	152	69	61	130	65	69	134	40	45	85	28	26	54
Sycamore	46	44	90	34	33	67	43	48	91	31	34	65	33	34	67	22	35	57
Three Rivers	75	126	201	69	146	215	65	129	194	41	105	146	50	100	150	54	129	183
Washington CH	13	18	31	11	12	23	11	24	35	14	21	35	20	25	45	17	28	45
West Clermont	260	371	631	235	274	509	213	306	519	176	246	422	243	246	489	166	191	357
Wilmington	30	40	70	38	53	91	33	53	86	33	42	75	48	127	175	59	189	248
Winton Woods	185	237	422	185	276	461	166	199	365	213	237	450	258	291	549	211	248	459
Wyoming	11	41	52	10	36	46	8	56	64	8	62	70	6	68	74	12	42	54
TOTALS:	2,447	3,137	5,584	2,343	3,037	5,380	2,250	3,033	5,283	2,269	2,952	5,221	2,236	2,958	5,194	2,069	2,825	4,894