U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Ohio

Eligible Agency Submitting Plan on Behalf of State:
Ohio Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: Kathy Shibley

Name: Dr. Kathy Shibley

Position: Director, Office of Career-Technical and Adult Education

Telephone: 614-466-3430

Email: kathy.shibley@ode.state.oh.us

Type of State Plan Submission (check *one*):

_x__ 6-Year Full Plan – FY 2007 – FY 2013

____ 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

_x__ Unified – Secondary and Postsecondary

____ Unified – Postsecondary Only

____ Title I only (All Title II funds have been consolidated under Title I)

__x_ Title I and Title II

TED STRICKLAND
GOVERNOR
STATE OF OHIO

March 25, 2008

Jennifer Sheets
President
State Board of Education
25 S. Front St., 7th Floor
Columbus, OH 43215

Dear President Sheets:

I am writing to acknowledge receipt of Ohio's final draft Carl D. Perkins Five Year Plan, adopted, subject to the addition of insertions and technical edits, by the State Board of Education on March 11, 2008.

My staff reviewed the final draft without the insertions and technical edits and based on their recommendation, I am granting, as required by state law, approval for the State Board of Education to submit the final plan to the United States Department of Education.

As you know, this is an important federal grant that will allow Ohio to continue to provide our students with quality career and technical education across the state. These resources can be a vital component of our efforts to align our educational programming to the economic and workforce development goals and strategies of the state.

Sincerely,

Ted Strickland

Ted Strickland
Governor

77 SOUTH HIGH STREET • 30TH FLOOR • COLUMBUS, OHIO 43215-6117 • 614.466.3555 • FAX: 614.466.9354

State Board of Education Ohio

Resolution

16. **RESOLUTION TO ADOPT THE OHIO FIVE-YEAR PLAN FOR THE ADMINISTRATION OF CAREER-TECHNICAL EDUCATION, EFFECTIVE JULY 1, 2008 THROUGH JUNE 30, 2013**

The Achievement Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS in order to be eligible for the career and technical education federal grant, pursuant to Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006, each state must submit a six-year plan for career-technical education programs, or, pursuant to Section 122(a)(1) of the Act, submit a one-year transitional plan for the first year of operation of programs under the Act; and

WHEREAS the State Board of Education previously adopted a one-year transitional plan under Section 122(a)(1) of the Act; and

WHEREAS during the 2007-2008 school year, a five-year plan to be effective July 1, 2008 through June 30, 2013, was developed by the Ohio Department of Education, and public hearings were held to provide opportunities for public input in the planning process; and

WHEREAS the proposed five-year plan has been prepared according to the directives from the U.S. Department of Education, Office of Vocational and Technical Education's Publication Guide for the Submission of State Plans, OMB Control Number 1830-0029; and

WHEREAS this proposed five-year plan was most recently presented to the State Board of Education at its meeting of February 11, 2008; and

WHEREAS federal guidelines require that the state submitting a plan under the Act do so only after formal adoption by the governing board; and

WHEREAS Sections 3303.02 and 3303.04 of the Ohio Revised Code assign responsibility for career-technical education to the State Board of Education: Therefore, Be It

RESOLVED, That the State Board of Education hereby adopts the proposed five-year plan of the Ohio Department of Education, contained in the agenda materials of the State Board of Education for its meeting of March 2008, and made a part hereof by this reference, thereby advancing the process of establishing Ohio's eligibility to receive funds under the Carl D. Perkins Career and Technical Education Act of 2006, for the operation of career-technical programs, effective for the 2008-2013 school years; and Be It

State Board of Education Ohio

Resolution

Item 16 continued

FURTHER RESOLVED, That the State Board of Education hereby authorizes the Ohio Department of Education to modify the plan in accordance with any changes to the plan that the U.S. Department of Education, Office of Vocational and Technical Education, may hereafter require.

I certify that the above is a true and correct copy of the action taken by the State Board of Education at its meeting on March 11, 2008.

Columbus, Ohio
March 18, 2008

Susan Tave Zelman
Superintendent of Public Instruction

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INTRODUCTION

The Ohio Carl D. Perkins Five-Year Plan for career-technical education addresses the legislative mandates of the Carl D. Perkins Career and Technical Education Act of 2006 (Carl D. Perkins Career and Technical Education Act of 2206 Act, 20, U.S.C. 2301 *et. seq.* as amended by P.L. 109-270), also called Perkins IV. This plan follows the U.S. Department of Education Office of Vocational and Adult Education Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans (OMB Control Number: 1830-0029).

This plan also reflects the principles and priorities of the State Board of Education of Ohio and the Ohio Board of Regents. This document addresses the program administration, provision of services to special populations, accountability and evaluation, Tech Prep and financial requirements for career-technical programming in Ohio at secondary, adult workforce and two-year campus levels. It provides structure and vision for the State administration of federal funds.

State and local funding far exceeds the federal dollars received through this plan. Nevertheless, Ohio recognizes that federal Carl D. Perkins career-technical education act funding is critical to providing services and opportunities for youth and adults. Federal funding is also vital for education alignment to business/industry 21st century needs, curriculum and instruction improvement and support for learner success.

This State plan for Ohio addresses the five-year period from July 1, 2008, to June 30, 2013. A transition plan was submitted in March 2007. All fiscal year dates included in the plan narrative refer to State fiscal years.

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age.

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

The Ohio Five-Year Plan for Career-Technical Education, in adherence to the Carl D. Perkins Act of 2006, was created under the leadership of the Ohio Department of Education's (ODE) Office of Career-Technical and Adult Education (CTAE) in collaboration with the Ohio Board of Regents, the governing body for higher education.

The comprehensive planning system for Perkins IV involved a year (September 2006 to March 2008) of research and study; a year (April 2007 to March 2008) of external and internal stakeholder input and dialog, including five public hearings; and review and input from the Governor's office, State education senior leadership and Ohio's State Board of Education (May 2007 to March 2008) before submission to the USDOE (April 1, 2008).

Most of the five-year plan work took place within and among 100 members on teams organized around five key sections of the Perkins IV legislation:

1. Program Administration;
2. Provision of Services for Special Populations;
3. Accountability and Evaluation;
4. Tech Prep Programs/Services; and
5. Financial Requirements.

One ODE Office of CTAE staff member was assigned to lead each of the five teams. Three Regents representatives were actively engaged along with the ODE leaders. An ODE communications manager was designated to ensure that work was communicated among team leaders and members and to interested parties and stakeholders as a means of inviting input from academic and career-technical education teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; State tech prep coordinators and consortia representatives; community members; representatives of special populations; representatives of business/industry and representatives of labor organizations. The Office of CTAE director provided oversight and direction for the Ohio plan in concert with the ODE executive director of secondary education and workforce development.

The team leaders, communications manager, CTAE director and representatives of the Regents formed a Perkins IV Steering Committee that met at least two hours each week (April 2007 through April 2008) to share team progress, probe and respond to questions, and draft/revise the plan. Among invited guests to the weekly steering committee meetings were leaders from the Ohio Governor's Office and the Ohio Department of Job and Family Services.

The Ohio Perkins IV planning system was designed to be as publicly transparent as possible with more than 100 face-to-face presentations and meetings and phone conferences. A continually updated ODE Web site was developed to enable team members and the general public to be as informed as possible about the direction and issues for Ohio's plan. The Ohio Perkins IV Steering Committee agreed to continue to meet twice monthly in the implementation phase (January 2008 to current) of the plan.

Additionally, top State leadership – the Governor and his liaisons, State Superintendent of Public Instruction and Chancellor of the Board of Regents – were informed and engaged at final decision points before submission to the State Board of Education for adoption.

Public Hearings

In compliance with the law, the following groups were informed about the hearings through various channels, including seven Ohio (major circulation areas) newspaper legal advertisements that were published 30 days prior to the first hearing: academic and career-technical education teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; State Tech Prep coordinators and consortia representatives; community members; representatives of special populations; representatives of business/industry and representatives of labor organizations. The following text was provided:

The Office of Career-Technical and Adult Education, Ohio Department of Education, in collaboration with the Ohio Board of Regents, will conduct five public hearings on Ohio's five-year (FY2009-2013) plan for workforce development/career-technical education during the week of Oct. 22, 2007. All hearings are from 9 a.m. to noon as follows:

- *Oct. 22 – Barberton High School (Theatre), 555 Barber Road,* ***Barberton****;*
- *Oct. 23 – Vanguard-Sentinel Technology Center (W. David Carr Auditorium/Lecture lab), 1220 Cedar Street,* ***Fremont****;*
- *Oct. 24 – Cincinnati State Technical and Community College (Conference Center, third floor of main building), 3520 Central Parkway,* ***Cincinnati****;*
- *Oct. 25 – Delaware Area Career Center, South Campus (LGIA Room), 4565 Columbus Pike,* ***Delaware****; and*
- *Oct. 26 – Shawnee State University (Clark Memorial Library, Flohr Lecture Hall, first floor), 940 Second Street,* ***Portsmouth****.*

All states are required by the federal Carl D. Perkins Act of 2006 to develop plans in five areas: Program Administration, Special Populations, Accountability/Evaluation, Tech Prep and Financial Requirements. A draft of Ohio's plan will be shared and public comment taken during the hearings. For more information, including directions to the hearing locations, go to www.ode.state.oh.us and keyword search: Perkins IV. Further information can be obtained from Pat Huston at pat.huston@ode.state.oh.us or (614) 644-7388.

The following audiences were notified prior to the hearings:

1. PK-12 Educators (several times, including late September 2007)
2. Boards of Mental Retardation and Developmental Disabilities – Late September 2007
3. Nonpublic schools – Late September 2007
4. Postsecondary (includes two-year colleges that are current Perkins recipients) – Early October 2007
5. CTE Teacher Education Network (17 higher education partners) – September 2007
6. Career-Technical Education Superintendents and Secondary High School and Adult Directors/Principals (includes request that they notify local parents and students) – September and October 2007
7. Perkins IV Team Members (100) – Mid September 2007
8. Senior Leadership with Governor's Office, ODE, Ohio Department of Job and Family Services, Ohio Department of Development, Governor's Workforce Policy Board – Early October 2007
9. Community Schools (328 sites) – Early October 2007
10. P-16 Council - Late September 2007
11. Corrections (Prison System) – Early October 2007
12. Business/Industry/Labor (includes Ohio Federation of Business, National Federation of Independent Businesses, Ohio Business Roundtable, Ohio Chamber of Commerce, Ohio Manufacturer's Association, Ohio Education Association, Ohio Federation of Teachers) – Early October 2007
13. Board of Education Members – (State, late September; others, based on local distribution)
14. Community Organizations – Early October 2007
15. General Public – Sept. 20, 2007 (advertisements, among other distribution channels)
16. Media – Mid October 2007

The following means of communication were used:

1. Weekly E-mail Newsletter from State Superintendent Susan Tave Zelman (5,100)*
2. Educational Coalition and Business Alliance Lists of Dr. Zelman
3. State Board of Education Letter from Dr. Zelman (50 – includes key ODE administrators)
4. Monthly newsletter from ODE's Office of CTAE (300 direct; undetermined number of educator, board member, business/industry indirect)
5. E-mail from the ODE Office of Community Schools to all community schools
6. Community/charter schools, from Office of CTAE to teacher educator network
7. Tools for Teachers E-mail News (10,000)
8. Office of CTAE Regional Meetings and Other Presentations
9. News Release from ODE
10. Postsecondary email from Ohio Board of Regents
11. Local Web pages (Warren County Career Center, etc.)
12. Legislative update (USEP) e-newsletter

*Educational Service Centers, Public School Districts, Public School Buildings, Joint Vocational School District, career centers, Night/Adult Schools, Special Needs Schools, Community Schools, MR/DDs, State Supported Schools, Nonpublic School Districts, Nonpublic School Buildings, State Board of Education members, misc. list of individuals requesting the weekly e-mail (429 e-mail addresses in 10.07)

Public Hearing Process

The five hearing locations were selected to geographically represent the Northwest, Northeast, Southwest, Southeast and Central part of the State. Additionally, to reinforce the understanding that the Ohio five-year plan is a collaborative of many partners, especially secondary and postsecondary education, the selected sites were both high school and college environments. Two hearings were held in career centers; one hearing was in a high school; two hearings were held in colleges.

A single presenter, the Ohio Director of CTAE, provided formal information and monitored discussion and questions at each of the three-hour hearings. The draft plan was posted on the ODE Web six days prior to the hearing. Additionally, a dozen copies were available in paper format at each hearing site.

Names of those attending hearings were documented via a sign-in sheet. Those giving formal, oral testimony (limited to five minutes per person per site) also signed a separate sheet. Spoken testimony was audio taped. An option of written (regular mail, submission at the site or email) was also communicated. Any written comment received by 5 p.m. on the last day of the hearings, October 26, 2007, was accepted into record.

Spoken testimony was transcribed and combined with written testimony that is provided verbatim in Appendix A of this plan with a synthesis of the formal testimony topics and respective State responses. The appendix also includes data with specific numbers of attendees at each hearing.

Additionally, the Office of CTAE had two staff members take handwritten notes of public hearing informal comments and questions. This informal discussion, along with formal testimony, was studied and used to inform the final Perkins IV plan. Likewise, both before and after public hearings, input was solicited and received from various constituent professional associations such as the Ohio Association of Career-Technical Superintendents, Ohio Association of City Career-Technical Schools, Ohio Council of Chief Academic Officers of Two-Year Colleges and Ohio Association for Career-Technical Education. Input from these groups was considered by those drafting the plan and their views were communicated to the State leadership that finalized the plan.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. This document constitutes the submission of a five-year plan for the operation of programs in Ohio under the Carl. D. Perkins Act of 2006 during State fiscal years FY2009 through FY2013. Throughout this document where State support is indicated, it may be in the form of public engagement, technical assessment, professional development and/or financial resources. Wherever dates are indicated, they refer to State fiscal years.

   All Program Administration activities are intended to support the following Perkins Vision for the State of Ohio. In FY2014:

   - All State-approved secondary career-technical programs will be based on a State-approved Program of Study (POS);
     - A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).
     - A POS must minimally span grades 9-14 and is encouraged to span grades 8-16.
   - All State-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
     - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a State-approved career-technical program and for State weighted career-technical funding.
     - The State will provide technical assistance for and monitoring of QPS.
   - A secondary program that operates under a State-approved POS and meets secondary State QPS will also, by definition, meet Tech Prep criteria;
   - Once all secondary programs operate under a State-approved POS and meet QPS, all programs can also be identified as Tech Prep programs;
   - Tech Prep programs will be characterized by open entry for all secondary students;
   - Effective academic/career counseling and effective IEP development will be available in schools to ensure that students are in appropriate programs for their individual needs;
   - All educators, especially teachers, will be supported with access to products/services that will help them ensure student success;
   - High expectations will be in place for students to exit secondary Tech Prep programs as successful secondary "completers;"
     - A successful secondary completer is a student that demonstrates high-level academic and technical achievement.
     - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

2. Career-technical (CTE) activities to be assisted that are designed to meet or exceed the State-adjusted levels of performance.

(a) Programs of Study (POS)

The purpose of Programs of Study is to ensure, through collaboration between secondary and postsecondary institutions, that CTE programs will:

- Support 100 percent graduation from high school and successful transition to and through completion of postsecondary education, including matriculation without the need for remediation;
- Provide rigorous coursework at the secondary and postsecondary levels that will prepare learners for the attainment of a diploma, industry credentials and college degrees without remediation;
- Provide all learners with the appropriate academic, technical and workplace readiness skills to enable them to graduate from high school and transition seamlessly to a postsecondary pathway and the workplace;
- Eliminate duplication of coursework between high school and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to Science, Technology, Engineering and Mathematics (STEM) and other high-skill, high-wage and/or high-demand occupations; and
- Address employer-validated skills defined broadly enough to enable workers to move laterally within career fields and specialized enough, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

The Ohio Department of Education, in collaboration with the Ohio Board of Regents, will:

- Develop and disseminate a Program of Study template to be used for both State-developed, sample POS and locally-developed POS. This template will be patterned after the College to Career Transition Initiative (CCTI) and National Career Cluster Career Pathway Plan of Study.
- Disseminate the following criteria for development of POS.
  - Required academic and technical coursework spanning minimally grade nine through the associate degree, listed by course name, sequenced by grade level and appropriate for an Ohio pathway identified in one of Ohio's 16 Career Field Technical Content Standards documents; additionally, POS that begin in middle school and extend through baccalaureate level education will be encouraged;
  - Recommended academic and technical electives, which can include Family and Consumer Sciences which is identified as a permissive use of Perkins funds;
  - Assurance of the alignment of courses to State academic and technical standards and regulatory business and industry standards where applicable;
  - Coursework that addresses creative, innovative, artistic and/or design-oriented knowledge and skills;
  - Assurance that applicable course descriptions are available.
  - Identification of articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities;
  - Identification of appropriate and obtainable industry credential opportunities;
  - Identification of appropriate adult workforce education transition opportunities; and
  - Provisions to assure access and success for special populations.

- Develop and disseminate sample POS.
- Provide technical assistance to aid local recipients in developing local POS.
- Review and approve locally-developed POS. See the section on Local Implementation of Programs of Study for a description of the review/approval process.
- Assure that Programs of Study align with and support other statewide seamless transition initiatives including, but not limited to:
  - Ohio's Core curriculum that defines high school graduation requirements (Ohio SB 311);
  - Ohio Transfer Modules that guarantee the transferability of general education courses from two-year to four-year higher education institutions (Ohio SB 268, HB 111, HB 95);
  - Ohio Transfer Assurance Guides (TAGs) that guarantee the transferability of selected coursework among public institutions of higher learning (Ohio HB 95);
  - Ohio's Career-Technical Credit Transfer (CT^2) that guarantees transferability of credits from Ohio high school/adult workforce career-technical programs to Ohio public two-year and four-year institutions (Ohio HB 66);
  - Stackable certificates that align industry training and pre-college curriculum to college coursework through a system of certificates (Ohio HB 699); and
  - Recommendations that support dual enrollment/postsecondary credit opportunities as proposed by the Partnership for Continued Learning, a State collaborative that works to integrate Ohio's educational systems.

(b) Local implementation of Programs of Study

The State will support implementation of Programs of Study in the following ways:

- Local implementation of Programs of Study (POS) will begin with State approval of the POS. State POS samples may be adopted by the local recipient or locally-developed POS that meet State-defined criteria may be submitted to the State for approval. Local implementation of POS will be subject to a) review and monitoring by the State and b) renewal of approvals every five years.
- Implementation of Programs of Study will be monitored through a State-established Perkins review process.
- In FY2009, all local recipients will be required to implement a minimum of one (1) State-approved Program of Study of their choice (a State POS sample or a locally-developed POS that meets State-defined criteria). For all new programs to be implemented in FY10 and thereafter, submission of a Program of Study will be required as part of the State Application for Approval of Secondary Career-Technical Education Programs (CTE-26) which is required for State weighted funding of secondary career-technical programs. Additionally, the State will develop a phase-in plan that will ensure that existing programs transition to POS and that 100 percent of

State-approved secondary career-technical education (CTE) programs have a State-approved Program of Study in FY2014. Postsecondary recipients will be required to develop/review/revise POS in collaboration with their secondary partner(s) following the same schedule as the secondary recipient.

- The State will consult with and collaborate with local recipients in the development of POS by widely vetting the State criteria in the Perkins planning process and disseminating the criteria through State Web sites and statewide meetings/conferences. In addition, the State will provide technical assistance and professional development to locals as needed as they develop local POS.
- POS approved by the State will be disseminated through State websites to enable locals to learn and borrow from each other where appropriate.
- The timeline for POS implementation will be as follows.
  - By June 30, 2009 (end of FY2009), each recipient must have a minimum of one (1) POS approved by the State.
  - All CTE secondary program applications (CTE-26) for implementation in FY2010 and beyond must include an approved POS.

(c) Articulation agreements

The State will support eligible recipients in developing and implementing articulation agreements in the following ways:

- Identification of essential elements and criteria to be used locally and statewide for development of articulation agreements;
- Development of an electronic, Web-based universal transcript system that will make transferability of coursework transparent to education providers and learners;
- Recommendations and support for a data system integrated across education systems that will enable more complete tracking of learners across and through secondary and postsecondary programs;
- Communication of common definitions and processes for transfer and dual enrollment/credit opportunities using established State definitions and recommendations provided by Ohio's Partnership for Continued Learning;
- Alignment among Programs of Study (POS), Career-Technical Credit Transfer (CT^2) elements, Ohio Transfer Assurance Guides (TAGs), Transfer Modules, Stackable Certificates and Ohio's Partnership for Continued Learning recommendations;
- Development and dissemination of a statewide placement policy for non-remedial postsecondary English and mathematics courses based on a common understanding of what competencies and skills are necessary to expect learner success in beginning college-level courses, which will be spearheaded by the work of the OBR Articulation and Transfer Advisory Council's Secondary to College Articulation Committee; and
- Support for the designing of a funding system that will remove financial barriers to the full participation of secondary and higher education institutions in dual enrollment/credit programs.

(d) Information about Programs of Study

The following will be disseminated statewide via the Ohio Department of Education and Ohio Board of Regents Web sites in order to encourage recipients throughout the State to collaborate, learn from one another and use each other's work where applicable:

- State sample Programs of Study;
- State criteria for local development of POS; and
- State-approved POS implemented by local recipients.

Additionally, information on adopted Programs of Study will be disseminated through other electronic communications and State-sponsored meetings and conferences.

All Perkins planning, compliance and monitoring guidance will identify that recipients will be required to:

- Document local stakeholder committee discussions that have occurred regarding the dissemination of information about Programs of Study to counselors, learners and their families (if applicable);
- Emphasize STEM and other high-skill, high-wage and high-demand Programs of Study;
- Include special populations as a target audience for Program of Study counseling and information dissemination; and
- Encourage and collaborate with their partner education agencies (e.g., Education Service Centers or associate districts) in disseminating Programs of Study information to the constituencies of those partner agencies.

For the State monitoring process, recipients will produce examples of their information dissemination on Programs of Study, which will be evaluated against the following criteria:

- Engagement of stakeholders;
- Emphasis on STEM and other high-skill, high-wage and high-demand programs
- Addressing of special population needs; and
- Engagement of partner entities as additional disseminators of POS information.

(e) Use of technology

The use of both instructional technology and state-of-the-art industry technology will be expanded and supported in the following ways:

- The State will establish and monitor secondary Quality Program Standards that include the use of both instructional technology and state-of-the-art industry technology.
- In FY2011, local secondary recipients will be required to update their Career-Technical Education Plan (CTEP) that indicates the degree of implementation of technology usage within programs offered in the Career-Technical Planning District.
- Secondary programs will be required to provide adequate facilities and equipment to support the use of technology in the instructional delivery of State-adopted technical and academic content standards.

- Secondary programs will be required to assure that classroom practices reflect current and emerging technology used by business and industry within career fields as a compliance factor both to qualify as a Perkins sub-recipient and for State weighted career-technical funding.
- For postsecondary institutions, meeting quality standards regarding the use of technology will be included among the requirements of the State approval process for all postsecondary institutions and of accrediting organizations where industry program accreditation is sought.

(f) Criteria to approve eligible recipients

Sub-recipients will use Ohio's Comprehensive Continuous Improvement Plan (CCIP), an electronic tool for grant approval, as their means to submit a five-year strategic plan for local Perkins implementation and for annual approval as a Perkins recipient. Assigned State staff will review both secondary and postsecondary local grant applications for completeness and compliance with Perkins requirements. In order to secure final approval by staff, plans must a) ensure that resources are targeted to promote continuous improvement on academic achievement and technical skill attainment; and b) identify current and emerging occupational opportunities being addressed. State staff approving applications will be trained in the use of a criteria rubric designed specifically for Perkins IV approval.

Applicants must follow all requirements of section 135 of the Perkins Act. All required and permissible uses of funds as described in the Act apply under Ohio's Five-Year Plan. Applicants will be able to select the required uses of funds they wish to address.

- All expenditures must have supportable rationale for how they will align to the Ohio Perkins Vision outlined earlier in this section and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the Plan.
- Highly encouraged expenditures will be those that directly connect to:
  - "Support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
  - Student success in Grades 7-10;
  - Student success in becoming a successful secondary "completer" in a Tech Prep Program of Study;
  - Student preparatory services that lead to high school graduation, rigorous course taking in late high school, postsecondary aspiration and non-remediation in higher education;
  - Instructional support for educators, administrators and counselors through pre-service and in-service professional development;
  - Program of Study development;
  - Transitioning secondary programs to Tech Prep quality characteristics (Programs of Study and secondary Quality Program Standards) and to including open-entry of students; and/or
  - Technical assessment development and implementation.

(g) Preparation to graduate from secondary school with a diploma

- Ohio's career-technical education programs will serve all learners in a fair and equitable way, especially those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level, there is no distinction made regarding technical assessments or academic achievement tests administered to students with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services needed for success in both academic and career-technical coursework.
- State products/services will consider how to best assist high-need districts, including Ohio's urban districts.

To ensure maximum support and services to secondary students with disabilities:

- The Ohio Department of Education's Office for Exceptional Children (OEC) and Office of Career-Technical and Adult Education (CTAE) will maintain an active collaboration to ensure technical assistance to recipients as needed.
- Regular OEC and CTAE staff meetings will be held to coordinate and plan for products/services most needed by sub-recipients.
- Information will be shared across multiple Web sites for dissemination to sub-recipients.
- Licensing and support for Job Training Coordinators will be maintained through ODE's Center for the Teaching Professions and the Office of Career-Technical and Adult Education. The Job Training Coordinator will be responsible for designing, implementing and evaluating Job Training Programs that provide assistance to students requiring intensive support in order to transition from school to the work environment.
- The establishment and monitoring of secondary Quality Program Standards for all CTE programs will drive rigorous, rich curriculum and program design that will prepare students for graduation, college and the workplace. State Quality Program Standards will apply to all secondary programs serving all students and will be monitored using rubrics and performance indicators.

(h) Academic and technical preparation for postsecondary education and STEM and other high-skill, high-wage and high-demand careers

- Ohio will define high-skill, high-wage and high-demand occupations/pathways collaboratively with the Department of Job and Family Services (ODJFS), Department of Development and other related agencies.

- Tech Prep consortia, which target STEM and other high-skill, high-wage and high demand occupations, will be expected to engage all secondary and postsecondary Perkins recipient institutions in consortia activities.
- State policy will direct Tech Prep consortia to focus on providing services to not only currently advancing students, but to all secondary CTE students in order to ensure preparedness for postsecondary education and employment for more students of more diverse backgrounds.
- Ohio will address remediation levels by requiring local recipients to spend a portion of their subsidy allocations on "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. An emphasis will be placed on assuring that 9th and 10th graders are prepared for Tech Prep programs, although expenditures will be allowed for 7th grade through adult learners.
- Ohio's career-technical education programs will serve all learners in a fair and equitable way, especially those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level, there is no distinction made regarding technical assessments or academic achievement tests administered to students with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services to be prepared for postsecondary education and for success in STEM and other high-skill, high-wage and high-demand careers.
- For secondary programs, State products/services will consider how to best assist high-need districts, including Ohio's urban districts.
- Ohio will emphasize pathways leading to STEM and other high-skill, high-wage and high-demand pathways based on workforce and economic development needs in the State by coordinating and leveraging initiatives such as:
  - Perkins leadership grants that support local recipients in delivery of STEM-intensive curriculum;
  - A National Governor's Association grant that supports the development of a statewide STEM network through statewide support of regionally spawned, replicable networking initiatives; and
  - The development of Ohio STEM high schools through an education/business partnership and support from the State legislature.

(i) Development of new career and technical education courses

- Business and industry representatives will be engaged in "futuring" discussions as part of a statewide process for maintaining the currency of Ohio's Career Field Technical Content Standards and identifying new and emerging STEM and other high-skill, high-wage, high-demand occupations for each Ohio career field. This will

provide secondary and postsecondary programs content resources to create courses/programs that meet emerging State and regional business and economic development needs.

- Tech Prep consortia will also be charged with providing research and development necessary to respond in a timely way to the need for new career-technical programs. Work of the consortia will be shared with all CTE programs statewide and replication will be fostered.

(j) Dissemination of Tech Prep and other best practices

In collaboration with Ohio's Tech Prep consortia, a process will be created for identifying, disseminating and recognizing current and future best practices of Tech Prep and other CTE best practices. This process will include a set of criteria and rubrics as well as a comprehensive communication plan. Work of the consortia will be shared with all CTE programs statewide and replication will be fostered

(k) Linking academic and career-technical education

- The State will foster and support inquiry-based and problem-based education at the secondary and postsecondary levels. Curriculum resources developed will be disseminated through websites and meetings/conferences and replication will be fostered. These resources will support seamless pathways at both the secondary and postsecondary educational institutions that not only address course planning but also a curricular and instructional emphasis within courses on higher-order, innovative, creative and design-oriented thinking.
- Ohio will support districts in gearing up for the higher level graduation requirements included in Ohio Senate Bill 311 (Ohio's Core). These rigorous requirements will be applied to both career-technical and academic students in all student groups, including special populations who enter the ninth grade on or after July 1, 2010.
- Program of Study samples will emphasize the integration of technical and embedded academics. Programs of Study will be required to show the sequence of courses that address the academic Core content standards as well as those that address technical content standards that lead to a seamless, non-remedial pathway from secondary to postsecondary education.
- Ohio will continue to align its policies and practices to those of the State Board of Education's Quality Middle/High Schools Task Force (2002) implementation subcommittee which in August 2006 established the policy goal: "Ohio is committed to ensuring all students (100 percent) graduate from high school prepared for the challenges of postsecondary education, work and citizenship."
- Ohio will support the work of the OBR Articulation and Transfer Advisory Council's Secondary to College Articulation Committee toward the development and dissemination of a statewide placement policy for non-remedial postsecondary English and mathematics courses based on a common understanding of what competencies and skills are necessary to expect learner success in beginning college-level courses.

(l) Reporting on integration of rigorous content aligned with academic standards in CTE

Indicators of the integration of coherent and rigorous technical content aligned with challenging academic standards into career-technical education programs will include the following that will be reported publicly statewide and be used to evaluate statewide success with integration:

- Proportion of approved programs in the State that have Programs of Study that integrate academic and technical coursework in a coherent and rigorous sequence; and
- Perkins monitoring reports indicating that Programs of Study are implemented appropriately.

3. Professional development

The Ohio Department of Education and the Ohio Board of Regents will support and foster professional development for pre-service and practicing career and technical teachers, postsecondary faculty, administrators and career and academic counselors according to the ODE and Perkins standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which CTE goals are being achieved. An emphasis in professional development will be placed upon:

- Integration of coherent and rigorous academic and career-technical content standards in local Programs of Study and instructional practices;
- Knowledge and skills that enable educators to address the individual and special needs of learners in rigorous curriculum that lead to STEM and other high-skill, high-wage or high-demand careers;
- Maintenance of high expectations for student work within programs that serve a population with varied backgrounds, motivation and achieved competency;
- Effective use of "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Instructional delivery that includes inquiry/problem-based strategies; and
- For secondary programs, topics pertinent to student performance in high-need districts, including Ohio's urban districts.

The quality of educator preparation programs will be maintained through a collaborative effort of the Ohio Department of Education and the Ohio Board of Regents by supporting:

- Teacher and administrator licensure program standards for career-technical teacher preparation programs;
- Licensure standards for career-technical teachers;
- Regional, flexible, competency-based and electronic opportunities to earn licenses;
- Approval processes for teacher preparation programs under the Ohio Board of Regents and Ohio Department of Education with accreditation earned from appropriate credentialing bodies. (Approval of teacher education programs will be based on the ability of an institution to prepare learners as evidenced by performance

indicators specified by the National Council for Accreditation of Teacher Education and/or the Ohio Department of Education Office of Educator Preparation.)

- Engagement of a network of teacher educators to assure discussion and solutions for critical issues impacting CTE teacher/administrator preparation.
- Career-technical preparation programs that emphasize:
  - Teacher success in the classroom as evidenced by statewide learner performance on indicators included in this Plan.
  - Pathways for teachers that enable
    - Previously licensed teachers to become licensed in a time- and cost-effective manner to teach in emerging career areas;
    - Previously licensed teachers in academic content to become licensed in a time- and cost-effective manner to teach in related career-technical programs;
    - Previously licensed teachers in career-technical content to become licensed in a time- and cost-effective manner to teach related academic content; and
    - Individuals to enter teaching from business and industry in a time- and cost-effective manner.
  - Administrator preparation programs that enable all administrators to learn the unique components of career-technical education (CTE) and the CTE contribution to education transformation.

4. Recruitment and retention of teachers

To increase the quality, quantity and diversity of CTE educators, Ohio will:

- Communicate to CTE stakeholders the need to recruit and retain instructors that a) are from underrepresented groups, especially in new and emerging areas; b) have experience in business and industry; c) have sufficient academic and pedagogical knowledge, skill and appreciation to integrate academic and technical learning; and d) are skillful in working with learners with varied backgrounds, motivation and achieved competency, including learners with special needs.
- Support a licensure option for emerging industry areas that will attract qualified educators who currently hold a license in a related field of education.
- Support a time- and cost-effective teacher preparation route for teachers coming into teaching from business and industry that emphasizes pedagogy, academic/technical integration and assessment and intervention.
- Support a system of standards-based professional development as outlined in the Professional Development section above.

5. Transition from sub-baccalaureate to baccalaureate programs

The State will encourage the transition of high school graduates, adult workforce completers and eligible sub-baccalaureate career-technical education learners into baccalaureate degree programs at institutions of higher learning through support for:

- Articulation agreements that include transcripted college credit based on a) dual enrollment/credit programs; b) industry-recognized credentials; and c) competency-based certificates;

- The Ohio Board of Regent's Articulation and Transfer Clearinghouse and its work toward an electronically-transmitted and standardized transcript system that creates seamless transition between educational delivery systems;
- A Web-based information system through which learners can become aware of the transferability of coursework successfully completed;
- Expansion of articulation agreements to include all Perkins recipients and public four-year institutions;
- Alignment of articulation agreements with State credit-transfer initiatives (e.g., Transfer Modules, Transfer Assurance Guides [TAG], Career-Technical Credit Transfer [CT^2] and Stackable Certificates);
- Assisting administrators, faculty, advisors and counselors in helping learners design Individual Academic and Career Plans (IACP) that include transition from middle to high school, matriculation from secondary to postsecondary education and transition from sub-baccalaureate programs to baccalaureate programs; and
- A funding system that will remove financial barriers to the full participation of secondary and higher education institutions in dual enrollment/credit programs.

6. Evaluation of career-technical programs

- State level career field advisory councils that include business/industry representatives, secondary and postsecondary academic and technical educators and representatives of other relevant State agencies, along with other statewide stakeholders, will provide input into all aspects of program design, development, delivery, assessment and evaluation at the State level.
- Local career field advisory committees that include business/industry representatives will be a required component of approved secondary career-technical programs; these representatives, along with other interested stakeholders, will provide input into all aspects of program design, development, delivery, assessment and evaluation at the local level.
- Ohio Career Field Technical Content Standards will be developed and updated with validation from business/industry and both secondary and postsecondary academic and CTE educators.
- State-approved technical skill assessments will be aligned with business/industry-validated content standards and reflect input of business/industry and both secondary and postsecondary academic and CTE educators.
- State-approved Programs of Study will be developed in collaboration with business/industry representatives and both secondary and postsecondary academic and CTE educators.
- Secondary and postsecondary institutions will hold an institution-specific meeting of stakeholders at least once per year to plan for the efficient and effective delivery of CTE programs and services and will collaboratively update their Career-Technical Education Plan every five years. Stakeholders will include parents, academic and career-technical faculty, administrators, career and academic counselors and local representatives of business and labor organizations.

- A periodic monitoring process will provide feedback to local recipients and a public report will be available regarding Perkins compliance and secondary Quality Program Standards attainment.
- A report of performance levels on indicators included in this Plan will be published annually.
- The State will analyze results of monitoring and performance reports and provide technical assistance for needed improvement and will follow established guidelines for applying consequences for under-performance.

7. Improvement of academic and technical skills

(a) Integration of Academic and Technical Education

- Industry-validated career field technical content standards will serve as the basis for all local secondary CTE program development. These standards will include Ohio Academic Content Standards that are embedded within the technical skills of the career field and are reinforced by technical skill instruction.
- In order to encourage higher-order, innovative, creative, design-oriented thinking and build both technical skill and cognitive prowess in learners, Ohio will foster and support inquiry-based and problem-based education; resources developed will be shared statewide, and replication will be fostered.
- Program of Study samples will emphasize the integration of technical and embedded academic content and will include a sequence of courses that address Ohio's Core curriculum standards as well as the technical content standards appropriate for a seamless pathway from secondary to postsecondary education.
- Ohio will support districts in gearing up for the higher-level graduation requirements included in Ohio Senate Bill 311; these rigorous requirements will be applied to both career-technical and academic students in all student groups who enter the ninth grade on or after July 1, 2010; the Ohio Core includes Algebra II or its equivalent as well as inquiry-based science courses.
- Ohio will continue to align its policies and practices to those of the State Board of Education's Quality Middle/High Schools Task Force (2002) implementation subcommittee, which in August 2006 established the policy goal: "Ohio is committed to ensuring all students (100 percent) graduate from high school prepared for the challenges of postsecondary education, work and citizenship."
- Programs will be held accountable for performance measures targeting student attainment of technical and academic knowledge and skills.
- The State will support educator professional development opportunities that emphasize integration of academic and technical instruction.
- The State will develop and monitor secondary Quality Program Standards that establish academic and technical integration as a quality component.
- The State will support career-technical student organizations (CTSO) that a) foster both academic and technical learning based on Ohio's Academic Content Standards and Career Field Technical Content Standards; b) provide opportunities through a variety of activities to demonstrate both academic and technical knowledge and skill identified in Ohio's Academic Content Standards and Career Field Technical Content

Standards; c) recognize learners for their accomplishments and contributions; and d) put an emphasis on addressing the needs of learners in grades 7-10 in addition to CTE secondary/postsecondary concentrators in grades 11-16.

(b) Understanding and experience in all aspects of industry

The State will support student understanding of all aspects of an industry through:

- Career field technical content standards that address what learners need to know and be able to do with regard to all aspects of the career field and ensure that these standards are business/industry-validated;
- Secondary Quality Program Standards that establish experience and instruction in all aspects of an industry as a quality component;
- Monitoring of adherence to secondary Quality Program Standards; and
- Approval for State weighted funding based on secondary program assurance to deliver the broad knowledge and skills that relate to all aspects of an industry within a career field.

(c) Challenging academic proficiencies

- Ohio will support districts in gearing up for the higher level graduation requirements included in Ohio Senate Bill 311; these rigorous requirements will be applied to both career-technical and academic students in all student groups who enter the ninth grade on or after July 1, 2010.
- Tech Prep consortia will focus on providing services to, not only currently advancing students, but to all CTE students in order to ensure preparedness for postsecondary education and employment for more students of more diverse backgrounds.
- Ohio will address remediation levels by requiring local recipients to spend a portion of their subsidy allocations for "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level; an emphasis will be placed on assuring that 9th and 10th graders are prepared for Tech Prep programs, although expenditures will be allowed for 7th grade through adult learners.
- Ohio will emphasize pathways leading to STEM and other high-skill, high-wage and high-demand pathways based on workforce and economic development needs in the State by coordinating and leveraging initiatives such as:
  - Perkins leadership grants that support local recipients in delivery of STEM-intensive curriculum;
  - A National Governor's Association grant that supports the development of a statewide STEM network through statewide support of regionally spawned, replicable networking initiatives; and
  - The development of Ohio STEM high schools through an education/business partnership and support from the State legislature.

8. Technical assistance

The Ohio Department of Education and the Ohio Board of Regents will provide technical assistance, through both offsite and onsite services. ODE and OBR administrative staff

will provide solicited technical assistance to all secondary school districts offering State-approved career-technical programs and all postsecondary Perkins participants. The solicited technical assistance will involve collaborative efforts between State staff, local administrators, instructors and the local business community. Technical assistance will focus on secondary Quality Program Standards, including program design, instructional delivery and strategies to enhance learner performance. Additionally, targeted technical assistance will be provided through evaluation of programs, monitoring of Perkins recipient data and program approval renewal processes. Correctional institution career-technical planning districts (CTPD~~s~~) will also receive technical assistance that meets the unique needs of correctional programs and learners.

9. Regional occupational opportunities

- CTE programs in Ohio will be based on State and regional economic development considerations, including both current and future occupational opportunities.
- CTE programs will be based upon Career Field Technical Content Standards that outline the academic, technical and workplace skills for career pathways identified with input from State and regional business representatives and based on State and regional occupational forecasts.
- Representatives from Ohio government agencies concerned with workforce and economic development will serve on State and local career field advisory councils.
- ODE and OBR will serve, when requested, on Governor workforce collaborative groups designed to facilitate statewide discussion and strategic planning to meet the State's economic development needs.
- The State and local Tech Prep leaders will establish strategies to expand the business and industry connections of Tech Prep consortia. These strategies will emphasize the engagement and alignment of consortia with Ohio's 12 regional economic development regions. For example, representatives from the economic development regions served by a consortium will be required members of consortia advisory committees.

10. Joint coordination with other Federal education programs

Ohio will continue joint planning meetings with the Office of Grants Management to enhance the existing Comprehensive Continuous Improvement Plan (CCIP). This electronic system is used statewide for federal grants and will ensure coordination between Perkins grant activities and resources and other Federal education programs. The CCIP is used to assist local entities in their planning efforts and to help them define their policies and strategies in ways that take all of their resources (State and federal, academic and career-technical) into consideration collectively.

11. Coordination with Workforce Investment Act

Local Perkins postsecondary recipients will be partners in Ohio's One-Stop system under the Workforce Investment Act. Through a State-level agreement involving each local One-Stop Workforce Investment Board (WIB), the Ohio Department of Job and Family Services and each postsecondary recipient, services to be provided by Perkins recipients

and methods of referrals for service users will be outlined to ensure coordination and non-duplication among provider agencies.

Currently, local postsecondary training providers submit documents to the local Workforce Investment Board in order to satisfy requirements to receive initial eligibility. This may include current performance information and program cost information. Programs are required to meet appropriate levels of performance set by the State as well as local Boards. All required performance measures will be collected and reported through a statewide data collection system.

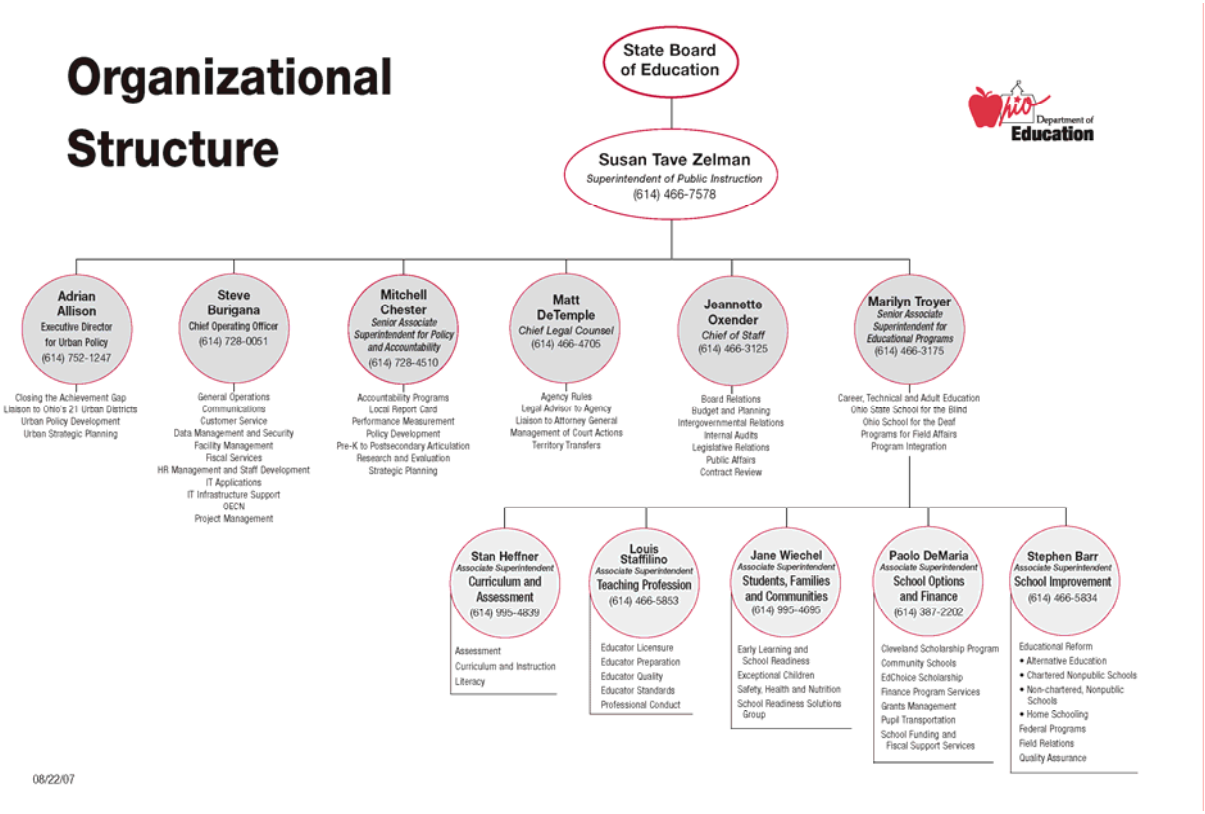
B. Other Department Requirements

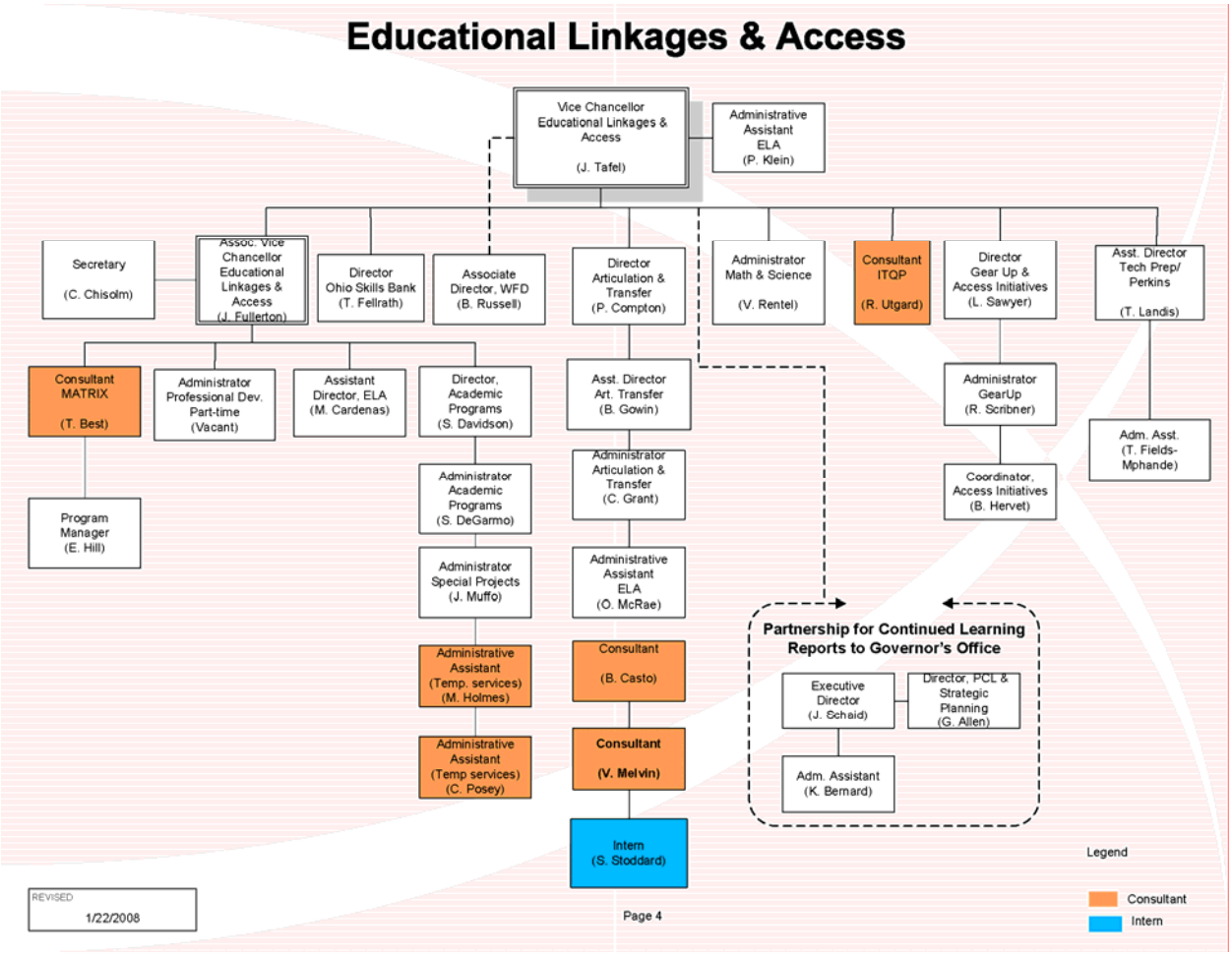
1. Local applications and plans (section 134(b) of the Act)

Appendix B includes: a) Local Perkins 5-Year Plan Submission/Approval Procedure; b) Planning Guide and Template for Local Perkins 5-Year Plans; and c) copies of local applications.

2. Governance structure and numbers of recipients

In Ohio, the administration of Carl D. Perkins funds is led by ODE, Office of Career-Technical and Adult Education (located in the ODE organizational structure under the Senior Associate Superintendent for Education Programs) in collaboration with the Ohio Board of Regents, Workforce Development and Educational Linkages and Access areas.





Career-technical education is delivered at the secondary level through 91 Career-Technical Planning Districts (CTPDs). Of this number there are 49 joint vocational school districts (JVSDs) and 42 Comprehensive/Compact school districts. At the postsecondary level, there are 23 community and technical colleges, 4 universities and 40 Adult Full Service Centers eligible for Perkins funding. Additionally, Tech Prep consortia will be eligible to receive Title II funding. Currently, there are 23 Tech Prep consortia, administered through two-year colleges. The one percent set aside for correctional institutions will serve 27 adult and 7 youth institutions.

Note: In compliance with Ohio House Bill 119, Adult Workforce Education (AWE) administration will transfer from the Ohio Department of Education (ODE), Office of Career-Technical and Adult Education, to the Ohio Board of Regents by January 2009.

In FY07, of 579,434 high school students, 136,478 were enrolled in workforce development education. Ohio adult workforce education served 114,194 adults of which 98,077 were in career enhancement programs (training for more experienced workers

seeking expanded skills) and 16,117 were in career development programs (training for those in the early or next phase of their careers). Over 178,000 learners were enrolled in career-technical programs at Perkins participating campuses.

3. **Postsecondary CTE role in One-Stop delivery system**
   Postsecondary career and technical education is a mandatory and active partner in the delivery of programs and services at local One-Stops across the State. As such, most career centers and community colleges have a presence of programs and/or staff stationed at the One-Stop. Funds, permissible by the Perkins Act, are frequently provided to support the One-Stop infrastructure through postsecondary education programs provided at local and State levels. Perkins programs and services through the One-Stop will be targeted toward WIA youth and adults, dislocated workers and employers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Equal access, non-discrimination and preparation

(a) Equal access

Ohio will assure equal access to career-technical programs by members of special populations using the following strategies and activities carried out at the State and local levels.

- Require assurances of equal access and nondiscrimination for special populations in locally developed and State-approved Perkins plans. Local recipients will be informed of this requirement through a plan development guide provided by the ODE and OBR.
- Encourage increased participation in and completion of non-traditional career preparation through a set-aside of leadership dollars dedicated to this purpose. The set-aside can be used for grants to sub-recipients and/or for State-funded projects. Grant applications will include non-negotiable conditions, relevant activities and means of documenting accountability for results, which will include performance on related Perkins performance indicators.
- Provide consultant services dedicated to monitoring civil rights compliance at all levels (secondary, adult and postsecondary). These services will include ongoing technical assistance and professional development to district leadership related to equal access, nondiscrimination and program success for members of special populations.
- Provide technical assistance and professional development to aid local recipients in assuring that learners are in appropriate programs for their individual needs;
- Provide local recipients with disaggregated special populations' data together with technical assistance on using that data to improve programs and to develop appropriate services for special populations based upon identified needs.
- Require local recipients to spend a portion of their subsidy on "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level; an emphasis will be placed on assuring that 9th and 10th graders are prepared for Tech Prep programs, although expenditures will be allowed for 7th grade through adult learners.
- Provide technical assistance, program performance evaluation and professional development to the educational leadership and instructional staff of Ohio's State-operated correctional facilities.
- Maintain ongoing collaboration between the ODE Office of Career-Technical and Adult Education and a) the ODE Office for Exceptional Children; and b) the OBR Educational Linkages and Access unit to collectively provide technical assistance to local recipients regarding services to and improvement of access for learners with disabilities who are enrolled in career-technical programs.

- Maintain a teacher-preparation network of universities that provide programs that prepare new career-technical teachers and emphasize with that network the need to prepare pre-service and in-service CTE teachers, especially those coming directly from business and industry, to effectively serve members of special populations.
- Support the provision of career information for special populations through the Ohio Career Information System (OCIS) and the Individual Academic and Career Plan (IACP) and other personalized learning tools into which OCIS and the IACP may be integrated.
- Promote increased collaboration at the secondary level among all districts, schools and units within schools relative to the development, use and updating of Individualized Education Programs (IEP) for students with disabilities who are enrolled in career-technical programs. Cross-agency and external stakeholder committees will address areas of needed improvement such as effective use of IEPs in CTE classrooms and effective use of career assessment for identifying needed services, facilitating appropriate placement and enhancing transition from secondary to postsecondary programming.
- Provide ongoing technical assistance to sub-recipients using trained consultants and representatives at the secondary and postsecondary levels.
- Support ongoing professional development to local leadership and instructional staff designed to address the particular needs of special population learners enrolled in career-technical programs.
- Analyze special populations disaggregated performance data to determine appropriate intervention strategies at the State level.
- Maintain websites as a resource for performance data and program improvement information, including disaggregated performance data and resources specific to special populations.
- Support the alignment of the data collection systems that serve the secondary and postsecondary career-technical systems to improve data-driven decision making, including the tracking of participation and completion of special populations in postsecondary education.
- Facilitate, as needed, the provision of Title IX professional development to coordinators and State staff in cooperation with the Federal Office of Civil Rights.
- Require sub-recipients, as part of their local plan, to describe:
  - Activities they plan to use to assess the effectiveness of programs and services that serve special populations and how the information gained will be used to identify and adopt strategies to overcome barriers to access and enable special populations to meet local performance levels;
  - Activities that will be provided to prepare special populations, including single parents and displaced homemakers, for STEM and other high-skill, high-wage or high-demand occupations that will lead to self-sufficiency;
  - Services and programs that will be provided to assist pregnant or parenting learners to remain in school;

  - What priorities they have for a) strategies that identify the way students best learn in career-technical programs; b) provision of appropriate interventions to help all

students in career-technical programs achieve at a high level; and c) processes they will use to determine how they will spend the required "support for learner success" portion of their Perkins Title I funding allocation.

- How they will encourage increased participation of special populations' learners in career-technical student organizations (CTSOs);
- How the needs of special populations will be accommodated within their State-approved Programs of Study;
- How their allocation funds will be used to promote preparation for special populations in non-traditional fields;
- How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees or credentials; and
- How they will assure that special populations will have equal access to CTE programs, including Tech Prep programs.

(b) Non-discrimination

The State will provide consultant services to include technical assistance, professional development and ongoing in-service training for district leadership on civil rights compliance. In addition, the State will perform on-site monitoring of civil rights compliance at a number of Career-Technical Planning Districts (CTPDs) and colleges per the Methods of Administration (MOA) document. All sub-recipients will provide a certificate of assurance of non-discrimination as part of their local plans.

(c) Meeting or exceeding State adjusted levels of performance and preparation for further learning and high-skill, high-wage or high-demand occupations

Ohio's career-technical education programs will serve all learners in a fair and equitable way, including those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level there is no distinction made regarding technical assessments or academic achievement tests administered to learners with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services needed for success in both academic and career-technical coursework.

The State will require all sub-recipients to describe, as part of their local plan, how special populations learners of all categories a) will have equitable access to and participate in approved career-technical programs at all levels; and b) meet or exceed State adjusted levels of performance and prepare for further learning and high-skill, high-wage or high-demand occupations. Local recipients will be required to identify barriers to participation for members of special populations and how they will take appropriate steps to eliminate them. Services to be used by local recipients to enable special population learners to meet or exceed State adjusted levels of performance may include, but are not limited to:

- Specialized support services as required by an Individualized Education Program (IEP);
- "Support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Career information and assessment;
- Limited English proficiency support services;
- Services designed to facilitate the effective transition from secondary to postsecondary programs; and
- Educator professional development activities.

In addition:

- The State will use disaggregated data analysis to assist State and local leaders to make informed decisions on programs and policies designed to accommodate the identified needs of special populations. This information will be available through the ODE and OBR Web sites.
- The State will support the use of career assessment for identifying needed services, facilitating appropriate placement and enhancing transition from secondary to postsecondary programming.
- As part of the State accountability system, if sub-recipients fail to meet at least 90 percent of an agreed upon performance level for any Perkins performance indicator, they will be required to develop and implement an improvement plan with special consideration to performance gaps of special population groups.

2. Alternative education programs

In FY2007, more than 500 Ohio school districts provided alternative education programs that served more than 25,000 learners annually, seventy-five percent of whom were in grades 7-12. In FY2009 and any future years that such funds are allocated by the Ohio Legislature, CTPDs and all their member schools will continue to have access to State funds through the Alternative Education Challenge Grants Program. These grants are designed to build the capacity of local districts to assist students who have dropped out of school, are at risk of dropping out, are habitually truant or are on probation/parole through long-term intervention programs that are an alternative to suspension or expulsion. This annual grant program enables local districts to reduce class size and provide intervention programs and targeted professional development. The goals of this program include increasing parental involvement and reducing antisocial behavior, truancy, suspensions, expulsions and dropouts. The Ohio CCIP electronic grant application system will require that schools align their goals and activities under this grant with those they have planned for the Perkins local grant.

3. Preparation for high-skill, high-wage or high-demand occupations and non-traditional fields

The State will require sub-recipients to describe, as part of their local plan, how funds will be used to promote student preparation for high-skill, high-wage or high-demand occupations and non-traditional fields. State staff will provide technical assistance and

best practices information to local leadership regarding learner participation in non-traditional programs. In addition, a State set-aside of Perkins leadership funds may be used for special State projects targeted at non-traditional participation and completion and/or made available to sub-recipients for targeting such strategies locally.

4. State correctional institutions

Using Perkins leadership funds, the State will continue to provide a one percent set-aside to support approved career-technical programs operated within 32 State-operated secure facilities. Currently, funds are distributed evenly to the Ohio Department of Youth Services (ODYS) and the Ohio Department of Rehabilitation and Correction (ODR&C), the agencies that operate secondary and adult career-technical programs within their respective secure facilities. These programs served nearly 6,000 learners during FY2007. Funds will be used to improve programs through modernization efforts, including support for programs that serve non-traditional learners, the purchase of equipment and professional development for teachers, including in-service activities for newly hired faculty. Per the Carl D. Perkins Act of 2006, no funds from this set-aside will be used for administrative costs.

The State will partner with the ODR&C and the ODYS to provide consultant services for technical assistance to career-technical programs operated by State corrections agencies, including, but not limited to, funding approval, program development and approval, comprehensive program performance evaluation, professional development in-service activities and strategic planning assistance.

5. Federally-assisted program

To assure compliance with Section 427(b) of the federal General Education Provisions Act, local recipients will be required to assess their career-technical education programs and include in the Perkins application a description of the steps the applicant proposes to take to ensure equitable access to and participation in those programs referenced in Section 427(b). A requirement for State approval of a local application will include an assessment by State staff that activities funded by Perkins do not impede equitable access, participation or potential success based on gender, race, national origin, color, disability, or age. The State will evaluate the steps outlined in the application and recommend any necessary changes/additions as part of a standardized approval process.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Input from eligible recipients

The following describes Ohio's process for obtaining input from eligible recipients in establishing student definitions, measurement definitions and approaches for core indicators and State indicators of performance for career-technical education learners at the secondary and postsecondary levels.

From May 2007 through March 2008, an external team of 31 eligible recipients worked closely with a State internal accountability team to develop recommendations for the State accountability plan. The external team members represented all regions of the State, multiple levels of education and a variety of educational delivery systems. Team members represented all segments of the career-technical community, including secondary, postsecondary/colleges, postsecondary/adult workforce education and Tech Prep. Engagement processes included face-to-face meetings, conference calls and e-mail surveys. Input was structured in seven topical areas: 1) secondary accountability, 2) postsecondary/colleges accountability, 3) postsecondary/adult workforce education accountability, 4) Tech Prep accountability, 5) performance levels and program evaluation, 6) technical assessments and 7) nontraditional participation and completion.

More than 200 additional stakeholders were engaged at State-sponsored meetings and meetings of CTE professional organizations.

Representatives of nearly all the college Perkins recipients participated in a conference call about the postsecondary/colleges definitions, measurement approaches and data collection processes. All colleges will continue to be engaged in discussions on technical assessments and industry-recognized certificates and licenses. Discussion will also continue on how colleges will report these data in the Higher Education Information (HEI) data system.

Eligible recipient recommendations included adjusting student definitions for postsecondary/colleges and postsecondary/adult workforce education; adjusting a few measurement definitions for postsecondary/colleges and postsecondary/adult workforce education; developing State indicators for secondary and postsecondary/adult workforce education; developing secondary and postsecondary Tech Prep indicators of performance; identifying technical assessment needs; determining the nontraditional CTE programs and how to define a "nontraditional completer."

Accountability and evaluation teams of sub-recipients will continue to be engaged in the implementation of the Perkins IV accountability system.

2. Establishment of State adjusted level of performance for core indicators

Prior to negotiating State adjusted levels of performance for core indicators with the U.S. Department of Education, the Ohio Department of Education (ODE), in collaboration with the Ohio Board of Regents (OBR), will (1) calculate/estimate State baseline data, simulated data and/or actual performance levels for each core indicator of performance (and sub-recipient data when possible) and share with sub-recipients; and (2) seek input from sub-recipients on proposed State levels of performance. The engagement process may include surveys, conference calls or meetings.

3. Measurement definitions and approaches (tracking is from Transition Plan to Five-Year Plan)

Secondary Basic Grant <u>Core</u> Indicators <u>of Performance</u>

~~Based on the recommendations of the input groups described in #1 above, in the transition year and FY2009, for Academic Attainment – Reading/Language Arts (1S1), Academic Attainment – Mathematics (1S2) and Student Graduation Rates (4S1), the valid and reliable measurement definitions and approaches will be as follows:~~

Based on the recommendations of the State's input groups, Ohio's valid and reliable measurement definitions and approaches will be as follows:

Academic Attainment—Reading/Language Arts (1S1)

Numerator: Number of CTE concentrators <u>who left secondary education in the reporting year and who scored</u> ~~scoring~~ at or above the proficient level on the Ohio Graduation Tests (OGT) **reading/language arts** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB). ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~

Denominator: Number of CTE concentrators <u>who left secondary education in the reporting year and</u> took the OGT assessment in **reading/language arts.**~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~

Measurement Approach: State and local administrative records (EMIS)

NOTE: It is not possible to have 100 percent alignment between this Perkins performance indicator and Ohio's corresponding NCLB performance indicator. The student population in Ohio's NCLB performance indicator are 10th grade students, whereas Ohio's CTE concentrators are generally 12th grade students. Ohio cannot use the 10th grade passage rate of the CTE concentrators when they leave school, as the 10th grade passage rate data (first-time passage data) would be two years old. Since students may continue to take the OGT in 11th and 12th grades, the Ohio Perkins definition is the

passage rate of CTE concentrators at the point they leave school (last test taken passage rate). This applies also to Core Indicator 1S2.

Academic Attainment—Mathematics (1S2)

Numerator: Number of CTE concentrators who left secondary education in the reporting year and who scored ~~scoring~~ at or above the proficient level on the Ohio Graduation Tests (OGT) **mathematics** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB). ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~

Denominator: Number of CTE concentrators who left secondary education in the reporting year and took the OGT assessment in **mathematics**. ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~

Measurement Approach: State and local administrative records (EMIS)

~~NOTE: The note for 1S1 applies also to 1S2.~~

Technical Skill Attainment (2S1)

Numerator: Number of CTE concentrators who left secondary education the previous year and who passed State-recognized technical skill assessments that are aligned with industry-recognized standards.

Denominator: Number of CTE concentrators who left secondary education the previous year and who took the State-recognized technical skill assessments.

Measurement Approach: State and local administrative records (EMIS)

~~NOTE: This is one-year lag data, as State and industry assessment data will be reported by locals the year after CTE concentrators take the assessments. Technical attainment assessment data will continue to be reported the year students take Ohio's State developed technical assessments.~~

NOTE: This is one-year lag data. The technical skill attainment measure includes both Ohio Career-Technical Education (CTE) Assessments and State-recognized industry assessments. Although Ohio CTE Assessment results and some State-recognized industry assessment results are reported in the year CTE concentrators take the assessments, some of the State-recognized industry assessment results will not be reported by locals until the year after CTE concentrators leave secondary education. Therefore, in order to combine the assessments as a measure of technical skill attainment, the combined data will be reported as one-year lag data.

Secondary School Completion (3S1)

Numerator: Number of CTE concentrators who left secondary education the previous year who earned a regular or honors secondary school diploma (including summer graduates), a General Education Development (GED) credential, or another State-recognized equivalent.

Denominator: Number of CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

~~NOTE: This is one-year lag data. Summer graduate data are currently reported by locals the year following the year that students leave secondary education. GED data, which is not currently reported, will be a new data element that will be reported the year following the year that students leave secondary education.~~

NOTE: This is one-year lag data. Summer graduate and GED data are reported by locals the year following the year that students leave secondary education.

Student Graduation Rates (4S1)

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Measurement Approach: State and local administrative records (EMIS)

~~NOTE: This is one-year lag data per Ohio's FY2007 ESEA graduation rate computation. Summer graduate data are currently reported by locals the year following the year that students leave secondary education. In the near future, the data may be reported the same year that students leave secondary education. If so, Ohio's ESEA graduation rate computation would no longer be one-year lag data, so the Perkins graduation rate would also no longer be one-year lag data.~~

NOTE: This is one-year lag data. Summer graduate data are reported by locals the year following the year that students leave secondary education.

~~Based on the recommendations of the input groups described in #1 above, in the transition year, the valid and reliable measurement definitions and approaches for other secondary Basic Grant indicators will be as follows:~~

Secondary Placement (5S1)

Numerator: Number of status-known CTE concentrators who left secondary education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service or employed.

Denominator: Number of status-known CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data, as placement data are reported by locals the year following the year that CTE concentrators leave secondary education. ~~Since summer graduates are included in the secondary school completion and graduation performance indicators, placement data will also be reported on CTE concentrators who graduate July-September.~~ Placement data on summer graduates cannot be reported by the locals, so summer graduates are not included in placement results. Locals are expected to use a common follow-up survey, reviewed and validated by locals, that is published on the ODE Web site.

Nontraditional Participation (6S1)

Numerator: Number of CTE participants from underrepresented gender groups who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (EMIS)

NOTE: Lists of secondary male and female nontraditional programs are maintained annually and published on the ODE Web site. This applies also to Core Indicator 6S2.

Nontraditional Completion (6S2)

Numerator: Number of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicators of Performance

Based on the recommendations of the State's input groups, valid and reliable measurement definitions and approaches for State performance indicators have been identified. These will be report-only indicators; no local targets will be set and no sanctions will apply.

State levels of performance (State targets) will be set. Sub-recipient performance results will be published and compared with the State levels of performance.

Secondary State Indicator 1 – State Academic Attainment – Reading/Language Arts

Numerator: Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **reading/language arts** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB.

Denominator: Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **reading/language arts**.

Measurement Approach: State and local administrative records (EMIS)

NOTE: The calculation for this indicator replicates the calculation of the federal core indicator 1S1 (Academic Attainment—Reading/Language Arts). Because the federal indicator must be used for disaggregated analysis, the expected level of performance for it will be lower than for this State indicator which will be used by the State only for aggregated analysis. This applies also to Secondary State Indicators 2 and 3.

Secondary State Indicator 2 – State Academic Attainment – Mathematics

Numerator: Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **mathematics** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB.

Denominator: Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **mathematics**.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 3 – State Academic Attainment—Science

Numerator: Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **science** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB).

Denominator: Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **science**.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 4 – On-time Academic Attainment—Reading/Language Arts

Numerator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **reading/language arts** assessment.

Denominator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **reading/language arts** assessment.
Measurement Approach: State and local administrative records (EMIS)

NOTE: Only 10th grade test takers who were CTE participants in grade 8, 9 or 10 are included in the calculation. This applies also to State Indicators 5 and 6.

Secondary State Indicator 5 – On-time Academic Attainment—Mathematics
Numerator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **mathematics** assessment.
Denominator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **mathematics** assessment.
Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 6 – On-time Academic Attainment—Science
Numerator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **science** assessment.
Denominator: Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **science** assessment.
Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 7 – Academic Assessment Retake Passage Rate – Reading/Language Arts
Numerator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio Graduation Tests (OGT) **reading/language arts** assessment and who subsequently passed that assessment.
Denominator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **reading/language arts** assessment.
Measurement Approach: State and local administrative records (EMIS)

NOTE: The calculation for this indicator provides a way to measure improvement in academic attainment for those students who did not pass the OGT assessment as 10th grade students. This applies also to State Indicators 8 and 9.

Secondary State Indicator 8 – Academic Assessment Retake Passage Rate – Mathematics
Numerator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio

Graduation Tests (OGT) **mathematics** assessment and who subsequently passed that assessment.

Denominator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **mathematics** assessment.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 9 – Academic Assessment Retake Passage Rate – Science

Numerator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio Graduation Tests (OGT) **science** assessment and who subsequently passed that assessment.

Denominator: Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **science** assessment.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 10 – State Graduation Rate

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Measurement Approach: State and local administrative records (EMIS)

NOTE: The calculation for this indicator replicates the calculation of the federal core indicator 4S1 (Student Graduation Rates). Because the federal indicator must be used for disaggregated analysis, the expected level of performance for it will be lower than for this State indicator which will be used by the State only for aggregated analysis.

Secondary State Indicator 11 – Participant Retention Rate

Numerator: Number of CTE participants in the reporting year who were retained in secondary education (e.g., did not drop out or get expelled) during the school year.

Denominator: Number of CTE participants in the reporting year.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 12 – Concentrator Retention Rate

Numerator: Number of CTE concentrators in the reporting year were retained in secondary education (e.g., did not drop out or get expelled) during the school year.

Denominator: Number of CTE concentrators in the reporting year.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 13 – Technical Skill Assessment Participation Rate

Numerator: Number of CTE concentrators who left secondary education the previous year and who were assessed with a state-recognized technical skill assessment.

Denominator: Number of CTE concentrators who left secondary education the previous year and who were enrolled in CTE programs that had state-recognized technical skill assessments.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data, as it includes State-recognized industry assessment results, some of which are reported by locals the year after CTE concentrators leave secondary education.

Secondary State Indicator 14 – Placement Status Known

Numerator: Number of CTE concentrators who left secondary education the previous year and whose placement status is known in the 2nd quarter (October-December) following the end of the previous school year.

Denominator: Number of CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 15 – Postsecondary Enrollment and Advanced Training

Numerator: Number of CTE concentrators who left secondary education the previous year and who, in the 2nd quarter (October-December) following the end of the previous school year, were enrolled in postsecondary education or advanced training.

Denominator: Number of CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

Secondary State Indicator 16 – Postsecondary Credit

Numerator: Number of CTE concentrators who left secondary education the reporting year and who successfully completed a course that awarded postsecondary credit for secondary students.

Denominator: Number of CTE concentrators who left secondary education the reporting year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This indicator is to go into effect in FY10.

Secondary State Indicator 17 – Industry Certificate or License

Numerator: Number of CTE concentrators who left secondary education the previous year and who obtained a state-recognized industry certificate or license.

Denominator: Number of CTE concentrators who left secondary education the previous year and were enrolled in a CTE program that has a state-recognized industry certificate or license.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This indicator is to go into effect in FY10.

~~Postsecondary/Adult – Two-Year Campus Indicators~~

~~Based on the recommendations of the input groups described in #1 above, in the transition year, the valid and reliable measurement definitions and approaches for postsecondary/adult – two-year campus performance indicators will be as follows:~~

Postsecondary/Colleges Basic Grant Core Indicators of Performance

Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for **postsecondary/colleges** performance indicators will be as follows:

Technical Skill Attainment (1P1)

Numerator: Number of CTE concentrators who left postsecondary education in the previous year and who passed State-recognized technical skill assessments that are aligned with industry-recognized standards.

Denominator: Number of CTE concentrators who left postsecondary education in the previous year and who took State-recognized technical skill assessments.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: This data is not currently reported in HEI, so no data can be reported for the transition year. New data elements will be added to HEI in FY09. It is anticipated that this will be one-year lag data, as State and industry assessment data will be reported by locals the year after CTE concentrators leave secondary education.~~

NOTE: State and industry assessment data will be reported by locals the year after CTE concentrators leave postsecondary education, beginning with concentrators who left postsecondary education in FY08.

Credential, Certificate, or Degree (2P1)

Numerator: Number of CTE concentrators who, in the previous year, received an industry-recognized credential, a certificate or a degree and left postsecondary education.

Denominator: Number of CTE concentrators who, in the previous year, left postsecondary education.

Measurement Approach: State and local administrative records (HEI)

NOTE: This is one-year lag data. Degree data are collected the year after CTE concentrators leave postsecondary education. Credential and certificate data ~~are not currently~~ will be reported ~~in HEI, so new data elements will be added to HEI in FY09. It is anticipated that this will be one-year lag data, as credential and certificate data will be reported~~ by locals the year after CTE concentrators leave ~~secondary~~ postsecondary education, beginning with concentrators who left postsecondary education in FY2008.

Student Retention or Transfer (3P1)

Numerator: Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year who, during the reporting year, remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution.

Denominator: Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year who, in the previous reporting year, did not earn an industry-recognized credential, a certificate or a degree.

Measurement Approach: State and local administrative records (HEI)

Student Placement (4P1)

Numerator: Number of CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left postsecondary education.

Denominator: Number of CTE concentrators who, in the previous year, left postsecondary education.

Measurement Approach: State and local administrative records (HEI and other data systems)

Nontraditional Participation (5P1)

Numerator: Number of CTE participants from underrepresented gender groups who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (HEI)

BOR will provide non-traditional program lists for 5P1 and 5P2.

Nontraditional Completion (5P2)

Numerator: Number of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (HEI)

Postsecondary/Colleges State Indicators of Performance

Based on the recommendations of the State's input groups, there will be no State indicators of performance for Postsecondary/Colleges.

~~Postsecondary/Adult – Adult Indicators~~

~~Based on the recommendations of the input groups described in #1 above, in the transition year, the valid and reliable measurement definitions and approaches for postsecondary/adult – adult performance indicators will be as follows:~~

Postsecondary/Adult Workforce Education Basic Grant Core Indicators of Performance

Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for **postsecondary/adult workforce education** performance indicators will be as follows:

Technical Skill Attainment (1A1)

Numerator: Number of CTE concentrators who left adult workforce education in the reporting year and ~~who~~ passed State-recognized technical skill assessments. ~~that are aligned with industry-recognized standards.~~

Denominator: Number of CTE concentrators who left adult workforce education in the reporting year and ~~who~~ took State-recognized technical skill assessments.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Credential, Certificate, or Degree (2A1)

Numerator: Number of CTE concentrators who left adult workforce education in the reporting year and received an industry-recognized ~~credential, a~~ certificate or ~~a degree and left the program.~~ license.

Denominator: Number of CTE concentrators who ~~in the reporting year~~ left ~~the program~~ adult workforce education in the reporting year.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Student Retention or Transfer (3A1)

Numerator: Number of status-known CTE concentrators enrolled in adult workforce education the previous reporting year and who, during

the reporting year, remained enrolled in ~~their original~~ the same adult workforce education institution or transferred to another adult workforce education institution or a 2- or 4-year postsecondary institution.

Denominator: Number of status-known CTE concentrators enrolled in adult workforce education the previous reporting year and who, in the previous reporting year, did not earn an industry-recognized ~~credential, a~~ certificate or ~~a degree~~ license.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Student Placement (4A1)

Numerator: Number of status-known CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left adult workforce education.

Denominator: Number of status-known CTE concentrators who, in the previous year, left adult workforce education.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Nontraditional Participation (5A1)

Numerator: Number of CTE participants from underrepresented gender groups ~~who,~~ in the reporting year who participated in ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants ~~who,~~ in the reporting year who participated in ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

NOTE: Lists of AWE male and female nontraditional programs are maintained annually and published on the ODE Web site. This applies also to Core Indicator 5A2.

Nontraditional Completion (5A2)

Numerator: Number of CTE concentrators from underrepresented gender groups ~~who,~~ in the reporting year who completed an adult workforce education ~~a~~ program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators ~~who,~~ in the reporting year who completed ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Postsecondary/Adult Workforce Education State Indicators of Performance

Based on the recommendations of the State's input groups, the following valid and reliable measurement definition and approach for a State performance indicator has been identified. This will be a report-only indicator; no local target will be set and no sanctions will apply.

Adult Workforce Education State Indicator 1 – Academic Attainment

Numerator: Number of CTE concentrators who left adult workforce education in the reporting year and met or exceeded the WorkKeys assessment levels for the occupation.

Denominator: Number of CTE concentrators who left adult workforce education in the reporting year and took the WorkKeys assessments.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

~~Tech Prep Indicators~~

~~For the transition year, Ohio will request funding under Title II: Tech Prep. The valid and reliable measurement definitions and approaches for reporting secondary Tech Prep performance indicators will be as follows:~~

Secondary Tech Prep – Tech Prep Grant Indicators of Performance

Ohio is requesting funding under Title II: Tech Prep. Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for secondary Tech Prep performance indicators are listed below.

NOTES:

1. A separate Tech Prep data reporting system is not being developed since the capacity of the existing EMIS and HEI data systems are being expanded to accommodate data needed to calculate Tech Prep performance results. The Ohio Department of Education and the Ohio Board of Regents are collaborating on this data initiative.
2. Since EMIS and HEI are separate data systems with different student identifiers, the Tech Prep consortia must report in HEI which postsecondary learners are secondary Tech Prep program completers, along with Social Security Numbers (SSN) and secondary area of concentration. When Tech Prep consortia are unable to obtain and report SSNs for students, those secondary Tech Prep students cannot be tracked in HEI. The State will continue to support the integration of secondary and postsecondary data systems and other strategies for capturing more of the secondary enrollment data.

Secondary Tech Prep Indicator 1 – Postsecondary Education Enrollment

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the

previous year and, in the reporting year, enrolled in a postsecondary institution.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program and left secondary education the previous year.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: Since EMIS and HEI are not linked, the Tech Prep Consortia must report in HEI which postsecondary students are Tech Prep students, along with Social Security Numbers (SSN). When Tech Prep Consortia are unable to obtain and report SSNs for students, those secondary Tech Prep students cannot be tracked in HEI. Additionally, students who enroll in private or out-of-state public institutions cannot be tracked. Discussions will continue in the transition year regarding a) how to integrate secondary and postsecondary data systems and b) other strategies for capturing more of the secondary enrollment data.~~

Secondary Tech Prep Indicator 2 – Postsecondary Education Enrollment in Same Field or Major

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution in the same field.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: HEI data, which is limited to the Tech Prep students who can be tracked in HEI, will be used for this performance indicator.~~

Secondary Tech Prep Indicator 3 – State or Industry-Recognized Certificate or License

Numerator: Number of secondary Tech Prep students who left secondary education the previous year and ~~who~~ obtained a State or industry-recognized certificate or license. ~~the previous year.~~

Denominator: Number of secondary Tech Prep students who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data, as State-recognized industry certificate and license data are collected the year after Tech Prep students leave secondary education.

Secondary Tech Prep Indicator 4 – Completion of Course Awarding Postsecondary Credit

Numerator: Number of secondary Tech Prep students who, in the reporting year, successfully completed a course that awarded postsecondary credit for secondary students.

Denominator: Number of secondary Tech Prep students in the reporting year.

Measurement Approach: State and local administrative records (EMIS)

~~NOTE: HEI data, which is limited to the Tech Prep students who can be tracked in HEI, will be used for this performance indicator. In EMIS, course completion data, data on which courses award postsecondary credit, and data on whether students earned college credit are currently not reported.~~

NOTE: Beginning in FY08, student course passage data will be reported in EMIS. A request for approval, beginning in FY09, to collect data in EMIS on which courses qualify for postsecondary credit is in process. With this approval, by FY09, Ohio may initially have data on which students passed courses that qualify for postsecondary credit. Possible changes in the HEI data system will be explored to determine the feasibility of collecting and using data from this system.

Secondary Tech Prep Indicator 5 – Enrollment in Postsecondary Education Remedial Course

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a remedial mathematics, writing or reading course in a postsecondary institution.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: HEI data, which is limited to the Tech Prep students who can be tracked in HEI, will be used for this performance indicator.~~

~~The valid and reliable measurement definitions and approaches for reporting postsecondary Tech Prep performance indicators will be as follows:~~

Postsecondary Tech Prep – Tech Prep Grant Indicators of Performance

Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for reporting **postsecondary Tech Prep** performance indicators are listed below.

~~NOTE: HEI data, which is limited to the Tech Prep students who can be tracked in HEI, for all postsecondary Tech Prep indicators.~~

NOTES:

1. HEI data is limited to the Tech Prep students who can be tracked in HEI for all postsecondary Tech Prep indicators.
2. The postsecondary Tech Prep students referenced in all postsecondary Tech Prep indicators are those meeting the definition of a secondary Tech Prep completer, as determined by the State.

Postsecondary Tech Prep Indicator 1 – Employment in Related Field

Numerator: Number of postsecondary Tech Prep students who were placed or retained in a related field of employment in the fourth (4th) quarter following the program year in which they left postsecondary education.

Denominator: Number of postsecondary Tech Prep students who, two years prior to the reporting year, left postsecondary education. (e.g., if students left postsecondary education in FY~~20~~07, they are to be reported in FY~~20~~09.)

Measurement Approach: State and local administrative records (HEI and other data systems)

Postsecondary Tech Prep Indicator 2 – State or Industry-Recognized Certificate or License

Numerator: Number of postsecondary Tech Prep students who, in the previous year, obtained a State or industry-recognized certificate or license.

Denominator: Number of postsecondary Tech Prep students in the previous year.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: Credential and certificate data are not currently reported in HEI, so new data elements will be added to HEI in FY09. It is anticipated that this will be one-year lag data, as credential and certificate data will be reported by locals the year after CTE concentrators leave secondary education.~~

NOTE: Credential and certificate data will be reported by locals the year after CTE concentrators leave postsecondary education, beginning with CTE concentrators leaving postsecondary education in FY08.

If required by USDE, definitions for "on-time" will be provided as determined by postsecondary leadership and constituencies.

Postsecondary Tech Prep Indicator 3 – On-Time Completion of 2-Year Degree or Certificate Program

Numerator: Number of postsecondary Tech Prep students who, in the reporting year, completed a 2-year degree or certificate program within the normal time for completion of such program.

Denominator: Number of postsecondary Tech Prep students enrolled in a 2-year degree or certificate program who, in the reporting year, met the normal time for completion criteria.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: "Normal time for completion" for Postsecondary Tech Prep students will be determined during the transition year.~~

Postsecondary Tech Prep Indicator 4 – On-Time Completion of Baccalaureate Degree Program

Numerator: Number of postsecondary Tech Prep students who, in the reporting year, completed a baccalaureate degree program within the normal time for completion of such program.

Denominator: Number of postsecondary Tech Prep students enrolled in a baccalaureate degree program who, in the reporting year, met the normal time for completion criteria.

Measurement Approach: State and local administrative records (HEI)

~~NOTE: "Normal time for completion" for Postsecondary Tech Prep students will be determined during the transition year.~~

~~During the transition year, a Performance and Evaluation planning team of statewide stakeholders, including local secondary and postsecondary recipients, will be charged to continue to make recommendations regarding the valid and reliable measurement definitions and approaches for Perkins secondary and postsecondary core indicators, Tech Prep indicators and additional secondary and postsecondary state indicators. These recommendations will inform the Perkins IV five-year plan regarding valid and reliable measurement definitions and approaches.~~

4. Alignment of indicators

The following summarizes both the strong alignment factors and some necessary deviations in alignment between Perkins indicators and NCLB indicators.

- The Ohio Graduation Tests (OGT) assessments for Academic Attainment—Reading/Language Arts (1S1) and Academic Attainment—Mathematics (1S2) are the same as those used for Ohio ESEA accountability. However, 100% alignment between these Perkins performance indicators and Ohio's corresponding NCLB performance indicators are not possible. The student population in Ohio's NCLB performance indicator is 10th grade students, whereas Ohio's CTE concentrators are generally 12th grade students. Ohio cannot use the 10th grade passage rate of the CTE concentrators when they leave school, as the 10th grade passage rate data would be two years old. Since students may continue to take the OGT in 11th and 12th grades, the Ohio Perkins definition is the passage rate of CTE concentrators at the point they leave school, which is based on the last test taken by CTE concentrators.
- The Student Graduation Rates (4S1) measurement and adjusted State performance levels are those used for Ohio ESEA accountability.

- The three Secondary State indicators of State Academic Attainment in Reading/Language Arts, Mathematics and Science apply the 1S1 and 1S2 core indicator concepts, but set different State performance levels.
- Ohio's Perkins 1S1 and 1S2 core indicators measure OGT last-test-taken passage. Ohio's NCLB indicators measure OGT first-test-taken passage. Secondary State indicators 'On-time Academic Attainment—Reading/Language Arts and Mathematics,' more closely align to the Ohio NCLB indicators than do the comparable Perkins core indicators. Furthermore, the Secondary State indicator 'On-time Academic Attainment—Science,' applies the NCLB indicator concepts to science.
- The 'State Graduation Rate' State indicator of performance is aligned with the Perkins 4S1 core indicator of performance (Student Graduation Rates) but sets a different State level of performance.
- The 'Placement—Postsecondary Enrollment and Advanced Training' State indicator of performance is aligned with the Perkins 5S1 core indicator of performance (Secondary Placement), but excluded those who are employed or in the military in order to highlight postsecondary education and advanced training outcomes.
- Secondary State indicators 'Postsecondary Credit' and 'Industry Certificate or License,' align with corresponding Perkins Tech Prep indicators with the intent of applying these higher expectations to more students and programs. These indicators will be phased in during the 2009-2010 school year.
- Two Tech Prep indicators of performance closely align with two Ohio Local Report Card report non-indicators – (1) number of Tech Prep students in a school district and (2) number of Tech Prep students who obtain an industry-recognized certificate or license. The calculation methods will use the same formulae.

5. See Part C of application for performance levels.

6. Negotiation of local adjusted level of performance

For each Perkins core indicator of performance, sub-recipients, in consultation with stakeholders, shall agree to accept the State adjusted level of performance or negotiate with the State to reach agreement on a new local adjusted level of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of career-technical learners.

When sub-recipient baseline data, simulated data or actual performance level is less than the State adjusted level of performance, the following formula will be used to provide a consistent approach to local negotiations and an approach that has maximum potential for driving local performance to meet the State adjusted level of performance. This approach requires that the local adjusted level of performance must meet or exceed the minimum allowable increase in the local adjusted level of performance, as determined by the following two-step CTE continuous improvement formulae:

$$\text{Step 1:} \quad \frac{\text{(State adjusted level of performance)} - \text{(Local baseline or actual performance)}}{\text{Number of Years until end of Perkins IV}}$$

Step 2: (Local baseline or actual performance) + (Step 1 results)

The continuous improvement formulae allow sub-recipients the duration of Perkins IV – up to five (5) years – to meet the State adjusted level of performance.

Sub-recipients may appeal the use of the continuous improvement formulae for setting local levels of performance. As part of that appeal they must propose an alternate approach to setting a local level of performance with rationale for how that approach will lead to performance that meets or exceeds the State level of performance within the Perkins IV five-year implementation period.

Sub-recipients will not set local performance targets for State indicators of performance. Sub-recipient performance results will be published and compared with the State performance targets for each State indicator.

7. Revisions to local adjusted level of performance

If unanticipated circumstances arise with respect to a sub-recipient resulting in a significant change in characteristics of participants, when the participants entered the program, and/or the services or instruction to be provided – such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the sub-recipient – the sub-recipient may request that the agreed upon local adjusted levels of performance be revised.

The sub-recipient shall submit a written request to the Perkins State administrator to revise the local adjusted level(s) of performance. The request must contain the following:

- Documentation of unanticipated circumstances;
- Documentation of the significant change;
- Identification of the Indicators of Performance affected by the significant change; and
- Proposed change in local adjusted level(s) of performance with rationale for how the State level of performance will be met or exceeded within the Perkins IV five-year implementation period.

8. Reporting data

Secondary course data and student level enrollment and performance data are reported to the State by school districts in the Educational Management Information System (EMIS). In the current design of the EMIS system, data reported in each reporting period are processed weekly and districts receive data verification reports. During the reporting period window, districts may correct inaccurate data. At the end of each EMIS reporting period, school district leaders are required to verify accuracy of data. A redesign of EMIS is underway, so processes are expected to change.

Ohio uses the student-level data reported in EMIS to calculate statewide and sub-recipient enrollment and performance results, then develops performance reports and

makes the reports public through a variety of formats (including electronically through the Internet). These data are also used for the Perkins Consolidated Annual Report.

Regarding the collection of baseline data for Perkins secondary core indicators and additional State indicators:

- Performance data currently collected for secondary include State reading and mathematics assessment (Ohio Graduation Tests) scores, Ohio technical assessment scores, secondary school completion data, graduation data, placement data and nontraditional participation and completion data.
- Data to be collected in EMIS for the first time in FY08 includes course passage data, State-recognized industry assessment results, State-recognized industry certificate and license data and General Diploma Equivalency (GED) data. Baseline data for indicators requiring these data elements cannot be calculated in FY2008. For indicators of performance relying on any of these data elements, such as GED for Secondary School Completion (3S1), in consultation with USDE, the State will determine other methods of establishing levels of performance.

Data are collected in EMIS on all secondary student reporting groups with the exception of single parents (including pregnant women) and displaced homemakers. Collection of single parent data has been requested beginning in FY09.

Collection of data on students completing courses that qualify for postsecondary credit will require changes in the EMIS system. Reporting on which high school courses award postsecondary credit has been requested for FY09.

The college postsecondary data system (HEI) currently collects student enrollment, course enrollment, academic programs offered and degrees/certificates earned for most Perkins student reporting groups, with the exception of Individuals with Disabilities, Displaced Homemakers and Migrant. The data are reported in regularly scheduled file submissions and audited for accuracy. Data on technical assessment, industry credentials and the courses/credits included in the definition of a CTE postsecondary concentrator are planned for FY09. Thus, baseline data that depends on that data cannot be calculated at this time. In consultation with USDE, the State will determine other methods of establishing levels of performance.

The postsecondary Adult Workforce Education (AWE) course, student enrollment and accountability data are reported in ODE's AWE Data Reporting System. Any changes in this reporting system will occur after the move of AWE from the Ohio Department of Education to the Ohio Board of Regents planned for January 2009.

Tech Prep measures require tracking Tech Prep students from high school into college. The secondary EMIS data system and the postsecondary HEI data system cannot currently be integrated due to State legal restrictions on the use of the K-12 system statewide Student Identifier (SSID) and Social Security Numbers (SSN). Integration will require adjustments to the Ohio Revised Code and new mechanisms to protect student

identity. Furthermore, data systems are limited to State public institutions, so data on students who attend private or out-of-state public postsecondary institutions are inaccessible.

Accountability and Evaluation implementation teams will continue to make recommendations regarding the reporting of data. Special emphasis will be given to planning for secondary and postsecondary data systems to be integrated.

9. Consortia minimum level of performance

Basic Grant consortia (non-Tech Prep consortia) cannot form unless they meet State-approved criteria, which will include reporting on performance indicators and meeting accountability expectations. Postsecondary/college consortia sub-recipients are accountable for the postsecondary/colleges indicators of performance. Postsecondary/adult workforce education consortia sub-recipients are accountable for the postsecondary/adult workforce education indicators of performance. The lead entity of each consortium, with the input of other consortium members, shall agree to accept the State adjusted level of performance or negotiate with the State to reach agreement on a new consortium adjusted level of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of learners. As with all other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the State level of performance will be met or exceeded by the entity (consortium) within the Perkins IV five-year implementation period.

Tech Prep consortia shall be held accountable for all secondary and postsecondary Tech Prep indicators of performance. Each Tech Prep consortium, with input from stakeholders, shall reach agreement with the State on levels of performance. The levels of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of Tech Prep students. Additionally, performance levels for all secondary and postsecondary core indicators of performance will be reported for each Tech Prep consortium.

10. Evaluation of effectiveness/coordination

The State will annually review State performance results for each core indicator of performance. If the State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance, the State will develop and implement an improvement plan (with special consideration to performance gaps). The improvement plan will be developed in consultation with appropriate agencies, individuals and organizations, during the first program year succeeding the program year for which the State failed to meet the State adjusted level of performance for any of the core indicators of performance.

The State will annually evaluate each secondary, postsecondary/college and postsecondary/adult workforce education sub-recipient using the local adjusted levels of performance. If a sub-recipient has failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any core indicator of performance, the sub-recipient will be required to develop and implement a program improvement plan (with special consideration to performance gaps). The improvement plan will be developed in consultation with the State, and appropriate agencies, individuals and organizations, during the first program year succeeding the program year for which the sub-recipient failed to meet any local adjusted level of performance for any of the core indicators of performance.

If the State determines that a sub-recipient is not properly implementing its responsibilities, or is not making substantial progress, the State will provide technical assistance to the sub-recipient focusing on implementation of improvement activities.

The State will determine whether to impose sanctions of withholding from the sub-recipient all, or a portion, of the sub-recipient's allotment, if a sub-recipient meets any of the following conditions:

- Fails to implement an improvement plan;
- Fails to make any improvement in meeting the local adjusted level of performance for any of the core indicators of performance within the first program year of implementation of its improvement plan; or
- Fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.

Any determination regarding sanction will not be made without notice and opportunity for the local entity to have a hearing. In determining whether to impose sanctions, the State will consider:

- Exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the sub-recipient; or
- The impact of the small size of the CTE program operated by the sub-recipient on the sub-recipient's reported performance.

If the State does withhold funds due to performance as described above, the State will use those funds to provide (through alternative arrangements) services and activities to students within the area served by the sub-recipient.

The State shall annually evaluate each Tech Prep consortium. A Tech Prep consortium that does not meet its set levels of performance for three (3) consecutive years will be required to resubmit to the State an application for a local Tech Prep consortium grant. Such application will be considered an improvement plan and must address strategies that will lead to the meeting or exceeding of local levels of performance. The State will determine whether to accept the new application as an acceptable improvement plan or to terminate the funding to the submitting Tech Prep consortium.

B. Other Department Requirements

1. See Part C: Accountability Forms.

2. Technical Skill Assessments

Secondary Workforce Development Program Assessment
Secondary programs will use a State developed system of career-technical testing called the Ohio Career-Technical Competency Assessment (OCTCA). Beginning in FY08 OCTCA includes third-party, State-developed tests and selected State and industry assessments that are aligned to ODE's Career Field Technical Content Standards. All OCTCA State and industry assessments meet tests of validity, reliability and usability. A listing of current assessments for secondary and adult programs can be found on Appendix C.

The Ohio Department of Education will build on OCTCA by transitioning to a system of career field assessments that measure performance by pathways. It is anticipated that tests will be developed by a third party contractor. However, ODE will take advantage of regional and national partnerships in CTE test development as appropriate. Industry credentialing and licensure examinations will likely complement and contribute to OCTCA tests.

All tests will meet validity and reliability criteria as established by the State, will be developed in collaboration with postsecondary institutions so as to enhance the seamlessness of secondary/postsecondary pathways and the articulation of credit, and will be developed in collaboration with industry representatives to enhance test quality and test recognition among business partners.

All secondary programs will have a required valid and reliable assessment by FY14 and all CTE concentrators leaving school will be reported as to whether they meet established State benchmarks on the test. The State will develop a graduated schedule for reaching this 100 percent goal. One mechanism for achieving this goal will be the requirement of an appropriate assessment for all State-approved POS.

A listing of currently available technical assessments for secondary programs is included in Appendix C.

Postsecondary/Colleges Technical Skill Assessment
During FY08, the Ohio Board of Regents will use the HEI data system to report Technical Skill Assessment by using a combination of information reported at the local level. The standards will vary by program and may use Grade Point Average, passage of a particular course or series of courses, or passage of a locally administered assessment.

Additionally, the Ohio Board of Regents will review the current postsecondary CTE program offerings and Programs of Study. In collaboration with Ohio colleges, the State

will identify existing appropriate technical skill assessments that are aligned with industry-recognized standards, CTE program standards and Higher Learning Commission (HLC) accreditation criteria; identify gaps; collaborate with the Ohio Department of Education and agencies in other States to initiate regional/national processes leading to the development of needed technical skill assessments; and implement changes in the HEI data system to collect technical skill assessment data beginning in FY09.

The postsecondary assessment system in Ohio will be driven by the following.

- The HLC directive that assessment is most efficacious when it occurs through a variety of methodologies consistent with an institution's mission
- The expectation that an institution's faculty will determine how learning outcomes are developed, what is to be taught, how students will learn, how that learning will be assessed and how teaching and learning will continuously be improved
- Direction from Ohio, regional and national employers and industry and professional associations
- Alignment between secondary and postsecondary assessment processes
- Federal Perkins criteria for assessment

Postsecondary/Adult Workforce Education (AWE) Technical Skill Assessments
Each student who completes an adult workforce career development program will demonstrate technical knowledge and skill attainment as evidenced by meeting established benchmark scores on State-recognized tests or industry certification and licensure examinations. State-recognized tests will include tests administered through the Ohio Career-Technical Competency Assessment System, other State-recognized assessments based on aligned industry standards and/or State or industry certificate- or license-based assessments. Adult Workforce Education will continue to increase its focus on industry-recognized certificate- or license-based programs, especially those that lead to a nationally recognized State or industry certificate or license. Adult workforce education recipients will be required to assure the State that the credentialing assessments they use are valid and reliable.

A listing of currently available technical assessments for postsecondary programs is included in Appendix C.

V. TECH PREP PROGRAMS

A. Statutory Requirements

All Tech Prep structures and activities are intended to support the following Perkins Vision for the State of Ohio. In FY14:

- All State-approved secondary career-technical programs will be based on a State-approved Program of Study (POS);
  - A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).
  - A POS must minimally span grades 9-14 and is encouraged to span grades 8-16.
- All State-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
  - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a State-approved career-technical program and for State weighted career-technical funding.
  - The State will provide technical assistance for and monitoring of QPS.
- A secondary program that operates under a State-approved POS and meets secondary State QPS will also, by definition, meet Tech Prep criteria;
- Once all secondary programs operate under a State-approved POS and meet QPS, all programs can also be identified as Tech Prep programs;
- Tech Prep programs will be characterized by open entry for all secondary students;
- Effective academic/career counseling and effective IEP development will be available in schools to ensure that students are in appropriate programs for their individual needs;
- All educators, especially teachers, will be supported with access to products/services that will help them ensure student success;
- High expectations will be in place for students to exit secondary Tech Prep programs as successful secondary "completers;"
  - A successful secondary completer is a student that demonstrates high level academic and technical achievement
  - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

1. Competitive basis for grants

Tech Prep sub-recipients will be Tech Prep consortia. Consortia will include all Perkins Basic Grant sub-recipients and business/industry representatives, with special emphasis on engagement and representation of business/industry representing the Ohio Department of Development economic development regions. The function of Tech Prep consortia will be the "brokering" of products/services to and across stakeholder groups, including but not limited to, curriculum development, instructional services, intervention services, professional development, student access, retention and success services and responsiveness to business/industry academic and technical skill needs.

The following formula will determine consortia levels of funding for FY09 through FY11.

Allocations will be based on the size of the consortium. Each small consortium will receive 3 percent of the total funds available. Each medium consortium will receive 4 percent and each large consortium will receive 6 percent. In addition, 5 percent of the total funds available will be allocated to support consortia mergers designed to provide more efficient use of funds and delivery of services.

The following formula will determine consortia levels of funding for FY12 and FY13.

Fifty percent shall be allocated to a consortium based on the number of five-to-17-year olds from families with incomes below the poverty line as defined by the most current census data report who are enrolled in the school districts served by the CTPDs in the consortium's geographic service area for the preceding fiscal year compared to the total number of such individuals statewide for the preceding fiscal year.

Fifty percent shall be allocated to a consortium based on achievement on a State-identified quality result factor(s). A consortium's achievement on the factor(s) will be compared to the total achievement statewide for the calculation year. Calculations will be based on lag data, using the most recent data available at the time that allocations must be published. For example, based on current data reporting, FY10 data would be used to calculate FY12 funding allocations.

Appendix D includes estimated allocations to consortia for FY09.

2. Special considerations

Tech Prep consortia applications and annual evaluations of consortia will include, but not be limited to, the following factors.

- Performance levels on Tech Prep indicators identified in the Act, including those related to academic and technical attainment, effective employment placement activities and transfer to baccalaureate or advanced degree programs;
- Assistance to sub-recipients with "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level, especially in those grades that provide the preparation for Tech Prep programs;
- Success of students in becoming "completers" of secondary Tech Prep programs and their matriculation to postsecondary Tech Prep.
- Success of student dropout prevention, re-entry options and strategies leading to high performance of special populations;
- Improved rural and urban student participation and performance;
- Effective consultation with business, industry, postsecondary education and labor organizations;
- Development of programs that emphasize career areas for which Ohio is experiencing significant workforce shortage; and

- Facilitation of collaboration among consortia members: CTPDs, colleges, adult workforce centers and economic development region leadership and other business/industry representation.

Consortia will be expected to meet a consortia-specific target for each Tech Prep indicator. Performance will be evaluated to determine the continued operation of consortia. See 'Evaluation of effectiveness/coordination' in the Performance and Accountability section (Title I) of this Plan.

3. Distribution between urban and rural

In the first three years of the Five-Year Plan, allocations are made to both urban and rural consortia based on population served and, therefore, allocations reflect the capacity needs of each individual consortium. In the last two years of the Plan, the allocations will be based on disadvantaged population and performance. Thus, both urban and rural consortia that serve a high disadvantaged population will be given equal consideration. Likewise, high performing consortia will be given equal consideration, whether urban or rural.

4. Tech Prep program criteria

a. Articulation

- The State will require a State-approved application process for all Tech Prep programs. Beginning in FY09, approval will be contingent upon the program having a signed articulation agreement as defined in Perkins IV. For programs approved prior to FY09, articulation agreements will be reviewed for currency and alignment with postsecondary programming and workforce development needs of the economic region. Part of the review process will include ensuring that the agreements meet the Perkins IV articulation agreement definition. State policy will be to review articulation agreements annually.
- Beginning in FY14, all Tech Prep programs will be required to operate under a State-approved Program of Study; which by definition of POS will mean that all programs will have an articulation agreement as defined in Perkins IV and will put a programmatic emphasis on dual enrollment/credit opportunities.
- The State will develop secondary Program Quality Standards that include articulation expectations. The State will monitor programs for adherence, including Tech Prep programs.
- The State will support the designing of a funding system that will remove financial barriers from the full participation of secondary and higher education institutions in dual enrollment/credit programs.

b. Programs of Study (POS)

- The State will require a State-approved application process for all Tech Prep programs. For programs being initiated in FY10 and beyond, approval will be contingent upon the program operating with a State-approved Program of Study. All currently approved Tech Prep Programs will transition to a State-approved Program of Study according to the phase-in plan described in 'Local implementation of Programs of Study' in the Program Administration Section (Title I) of this Plan. Beginning in FY14, all Tech Prep programs will operate under a State-approved POS.

c. Program characteristics

The State will require a State-approved application process for all Tech Prep programs. Approval will be contingent upon the program a) including academic coursework based on Ohio Academic Content Standards, b) being based upon the appropriate Career Field Technical Content Standards, c) identifying secondary/postsecondary linkages through non-duplicative sequences of courses in career fields, articulation agreements, and dual enrollment/credit opportunities, d) using work-based learning where appropriate and available, e) using educational technology and distance learning effectively, f) aligning with secondary State Quality Program Standards, and g) disseminating POS information to parents and students.

Tech Prep programs will be designed to ensure seamless transition to postsecondary options through technical course competency alignment with appropriate Associate and Baccalaureate degree programs and obtainable industry credentials. Academic dual enrollment/credit will align with the Ohio Transfer Module, which guarantees transferability of general education coursework from two- to four-year institutions. Technical dual enrollment/credit will align, as practicable, with the Ohio Transfer and Articulation Guides and the Career-Technical Credit Transfer initiative, which guarantee transferability of technical education coursework across education systems.

Tech Prep consortia will be encouraged to collaborate with State and local student access and success initiatives that assist student matriculation to and persistence in postsecondary education. In an effort to ease access and transition, dual enrollment/credit opportunities, distance learning modalities and work-based learning experiences will be encouraged in Tech Prep programs.

d. Professional development for educators and administrators

- State secondary Quality Program Standards that are monitored for adherence will include provision of professional development for teachers, faculty, and administrators.
- The Ohio Department of Education and Ohio Board of Regents will support joint professional development for Tech Prep consortia stakeholders, including, but not limited to, secondary and postsecondary teachers, faculty and administrators. These professional development programs will meet Perkins IV professional

development criteria as well as ODE professional development State standards. Programs will include, but not be limited to:

- Integration of coherent and rigorous academic and career-technical content standards in local Programs of Study and instructional practices;
- Knowledge and skills that enable educators to address the individual and special needs of learners in rigorous curriculum that lead to STEM and other high-skill, high-wage or high-demand careers;
- Maintenance of high expectations for student work within programs that serve a population with varied backgrounds, motivation and achieved competency;
- Effective "support for learner success" strategies that identify a) the way students best learn in career-technical programs and b) appropriate interventions to help all students in career-technical programs achieve at a high level;
- For secondary programs, topics that are pertinent to high-need districts, including Ohio's urban districts.

- Contingent upon continued State Tech Prep funding, some State funds will be earmarked for secondary/postsecondary professional development for teachers, faculty, and administrators.

e. Professional development for counselors

- State secondary Quality Program Standards that are monitored for adherence will include provision of professional development for counselors.
- Tech Prep consortia secondary guidance counselors and postsecondary admissions counselors will participate in professional development through programs planned and initiated at both State and local levels. These professional development programs will meet Perkins IV professional development criteria as well as ODE professional development State standards. Programs will include, but not be limited to:
  - Effective intervention services, especially for 7th- to 10th- graders;
  - State services and products available to aid sub-recipients in meeting and exceeding State accountability measures;
  - For secondary programs, topics that are pertinent to high-need districts, including Ohio's urban districts.
  - Ohio workforce and economic development needs; and
  - Postsecondary academic institution requirements, including the work of the OBR Articulation and Transfer Advisory Council's Secondary to College Articulation Committee on statewide placement policy for non-remedial postsecondary English and mathematics courses based on a common understanding of what competencies and skills are necessary to expect learner success in beginning college-level courses.
- Contingent upon continued State Tech Prep funding, some State funds will be earmarked for professional development for counselors.

f. Equal Access for Special Populations

- All Tech Prep programs apply for career-technical State weighted funds. That application will include an assurance of equal access for all learners, including special populations.
- All strategies and activities outlined in the Provision of Services for Special Populations section (Title I) of this Plan apply to Tech Prep programs as well as all other CTE programs in the State.
- All Tech Prep professional development activities will emphasize support and resources for educators to effectively work with special populations in the classroom.
- Ohio's Tech Prep programs will serve all learners in a fair and equitable way, especially those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level there is no distinction made regarding technical assessments or academic achievement tests administered to students with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services in Tech Prep programs to be prepared for postsecondary education (including apprenticeships) and for success in STEM and other high-skill, high-wage and high-demand careers.

g. Preparatory Services

- To assist students to enter into and be successful as participants of a Tech Prep Program, sub-recipients will be expected to use "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help students be successful in career-technical programs, both at the secondary and postsecondary level. An emphasis will be placed on 7th- to 10th-grade preparation, based on the research that indicates that diagnosis of learning gaps and early intervention is the key to high school graduation, rigorous course taking in late high school, aspiration for postsecondary study and non-remediation at the postsecondary level. To facilitate the expectation that all learners will have the opportunity for rigorous curriculum and to prepare for success in that curriculum, Ohio will require that a proportion of all sub-recipient allocations be directed to "support for success" strategies with an emphasis on 7th- to 10th-grade needs.

h. Coordination with Title I

- Although Ohio will apply for both Title I and Title II funds, Ohio's goal is to strategically move toward the goal of all CTE secondary programs in the State

operating under a State-approved POS and meeting secondary State Quality Program Standards, which essentially means that those programs will meet the criteria of a Tech Prep program. This goal will be disseminated throughout the State along with a strategic plan for reaching that goal. Dissemination will occur through Web sites and meetings/conferences.

- All local recipients applying for career-technical State weighted funding for programs beginning in FY10 and beyond will be required to meet the criteria of a) including academic coursework based on Ohio Academic Content Standards, b) identifying secondary/postsecondary linkages through non-duplicative sequences of courses in career fields, articulation agreements, and dual enrollment/credit opportunities, c) using work-based learning where appropriate and available and d) using educational technology and distance learning.
- The State will solicit Tech Prep best practices and disseminate them statewide through Web sites, professional development events and meetings/conferences.

5. Minimum level of performance

Expected levels of performance will be set for all applicable secondary and postsecondary/college performance indicators in the Carl D. Perkins Act of 2006. Consortia will be held accountable through an audit process that incorporates all applicable standards and indicators of performance. The audit process will establish minimum expectations that include but are not limited to the following.

- Signed articulation agreements between the educational participants in consortia that include evidence of secondary and postsecondary joint planning and leveraging of resources;
- Compliance with the State-approved Program of Study criteria, secondary Ohio Quality Program Standards and other criteria as set by the Program Administration and Provision of Services for Special Populations sections (Title I) of this Plan;
- Seamless linkage of secondary and postsecondary education in a non-duplicative sequence of coursework;
- Equal access for special populations;
- Emphasis on preparatory services, including "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Effective strategies for aligning consortia work and outcomes with the needs of local economic development region(s); and
- Relevant professional development programs.

B. Other Department Requirements

1. Local application

See Appendix B for a copy of the FY08 local application. The FY09 application will be available in June, 2008 through the Comprehensive Continuous Improvement Plan (CCIP).

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Funding distribution between secondary and postsecondary (higher education and adult workforce)

Of the total State Title I Perkins Grant, Ohio will use 5 percent for administration activities, 1 percent for services at correctional institutions and 9 percent for leadership activities. A minimum of $75,000 of leadership monies will be earmarked for the attainment of non-traditional participation and completion in CTE programs at both secondary and postsecondary levels. The remaining 85 percent will be distributed through subsidy between a) secondary career-technical planning districts (CTPD) and b) postsecondary two-year college campuses and adult workforce education institutions. Ohio will not use a reserve fund, but instead will distribute all of the 85 percent through formula. Chart 1 depicts this distribution.

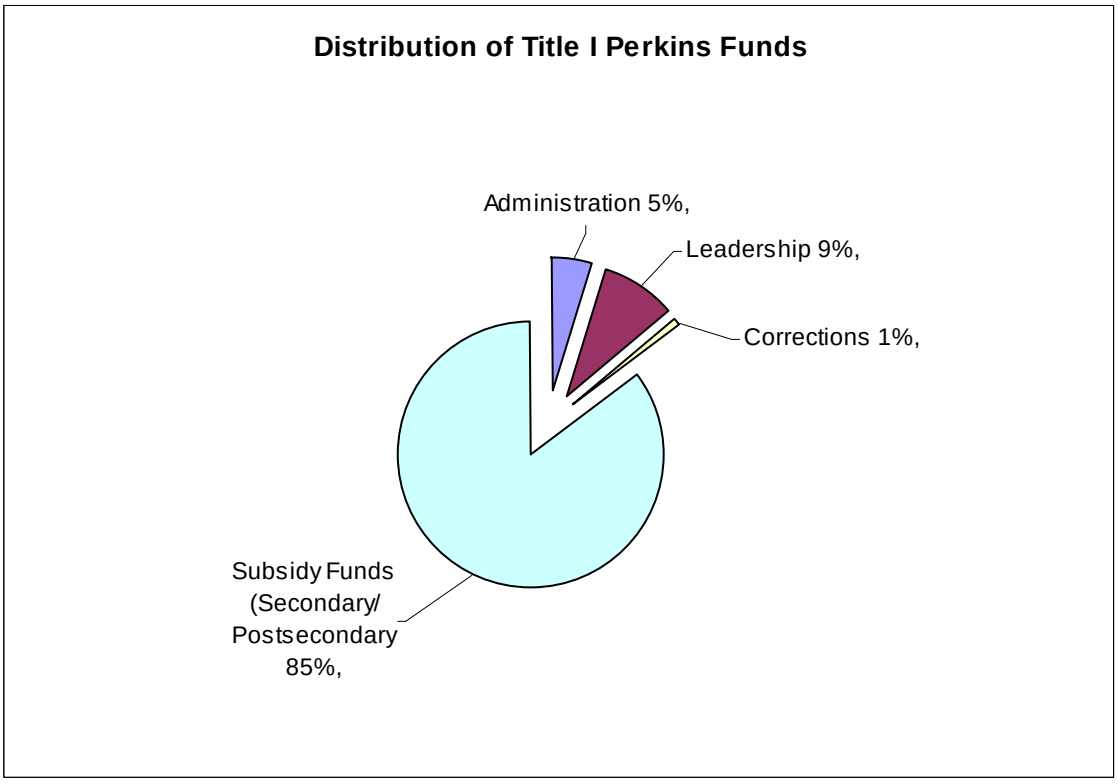


Chart 1: Distribution of Title I Perkins Funds

<u>Rationale for distribution</u>

Financial considerations in this Plan are designed to support the following Perkins Vision for the State of Ohio. In FY14:

- All State-approved secondary career-technical programs will be based on a State-approved Program of Study (POS);

- A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).
- A POS must minimally span grades 9-14 and is encouraged to span grades 8-16.

- All State-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
  - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a State-approved career-technical program and for State weighted career-technical funding.
  - The State will provide technical assistance for and monitoring of QPS.
- A secondary program that operates under a State-approved POS and meets secondary State QPS will also, by definition, meet Tech Prep criteria;
- Once all secondary programs operate under a State-approved POS and meet QPS, all programs can also be identified as Tech Prep programs;
- Tech Prep programs will be characterized by open entry for all secondary students;
- Effective academic/career counseling and effective IEP development will be available in schools to ensure that students are in appropriate programs for their individual needs;
- All educators, especially teachers, will be supported with access to products/services that will help them ensure student success;
- High expectations will be in place for students to exit secondary Tech Prep programs as successful secondary "completers;"
  - A successful secondary completer is a student that demonstrates high level academic and technical achievement
  - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

Ohio's financial distribution will follow all requirements of section 135 of the Perkins Act. All required and permissible uses of funds as described in the Act apply under Ohio's Five-Year Plan. Applicants will be able to select the required uses of funds they wish to address.

- All expenditures must have supportable rationale for how they will align to the Ohio Perkins Vision outlined above and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the Plan.
- Highly encouraged expenditures will be those that directly connect to:
  - "Support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level; 135(b)(1)(A)(B); (6); (9)
  - Student success in grades 7-10; 135(b)4(B)
  - Student success in becoming a successful secondary "completer" in a Tech Prep Program of Study; 135(b)(1)(A)(B); (2); (4)(B);
  - Student preparatory services that lead to high school graduation, rigorous course taking in late high school, postsecondary aspiration and non-remediation in higher education; 135(b)(1)(A)(B); 4(b); (9)

- Instructional support for educators, administrators and counselors through pre-service and in-service professional development; 135(b)4(A); 5(A)(B)(C)(D)
- Program of Study development; 135(b)(1)(A)(B)
- Transitioning secondary programs to Tech Prep quality characteristics (Programs of Study and secondary Quality Program Standards) and to including open-entry of students; 135(b)(1)(A)(B); (6)
- Technical assessment implementation. 135(b)(1)(A)(B); (4)(B); (6)

Financial considerations in this Plan are intended to support a *"no-way-out"* seamless system whereby "support for learner success" strategies (i.e., identifying the way students best learn in career-technical programs and providing appropriate interventions to help all students in career-technical programs achieve at a high level) can be used to prevent dropouts, increase achievement that will support advancement to a next level of education and keep individuals moving through a non-redundant pipeline that ends with diplomas, credentials and degrees. Financial distributions are based on:

- Making learners successful in transitioning at each pressure point in the pipeline, beginning in the middle grades;
- Preventing dropouts;
- Supporting learners in accumulating "currency" in the form of credits, a diploma, credentials, certificates and degrees that will keep them in the pipeline and/or continuously returning to the pipeline; and
- Leveraging dollars being spent effectively across multiple educational delivery systems.

Distribution of funds

Secondary: The secondary proportion of the 85 percent of subsidy will be 79 percent (i.e., 79 percent of the 85 percent subsidy portion of the Title I Basic grant). Secondary allocations will be made to eligible Career-Technical Planning Districts (CTPD). According to Ohio Revised Code (ORC 3313.90) all secondary students must have access to CTE through a CTPD.

Postsecondary – Colleges: The postsecondary-colleges proportion of the 85 percent of subsidy will be 11 percent (i.e., 11 percent of the 85 percent subsidy portion of the Title I Basic grant). This 3 percent increase over the postsecondary/colleges proportion in Ohio's previous Perkins Plan is allocated in recognition of the increased performance and accountability requirements in the Carl D. Perkins Act of 2006, which include new Basic Grant indicators and targets for postsecondary/colleges, new postsecondary Tech Prep indicators and targets and new technical skill assessment requirements. Postsecondary/ colleges allocations will be made to eligible community and technical colleges and universities with two-year programs that offer technical credentials and/or degrees.

Adult Workforce Education: The postsecondary-adult workforce education proportion of the 85 percent of subsidy will be 10 percent (i.e., 10 percent of the 85 percent subsidy portion of the Title I Basic grant). Postsecondary/Adult Workforce Education allocations

will be made to eligible full-service adult workforce centers that offer career development programming that leads to credentials and/or have transfer applicability to degrees.

Chart 2 depicts Ohio's funding distribution between secondary and postsecondary levels. After two years, Ohio will evaluate the efficiency and effectiveness of the above distribution of funds to determine whether adjustments need to be made.

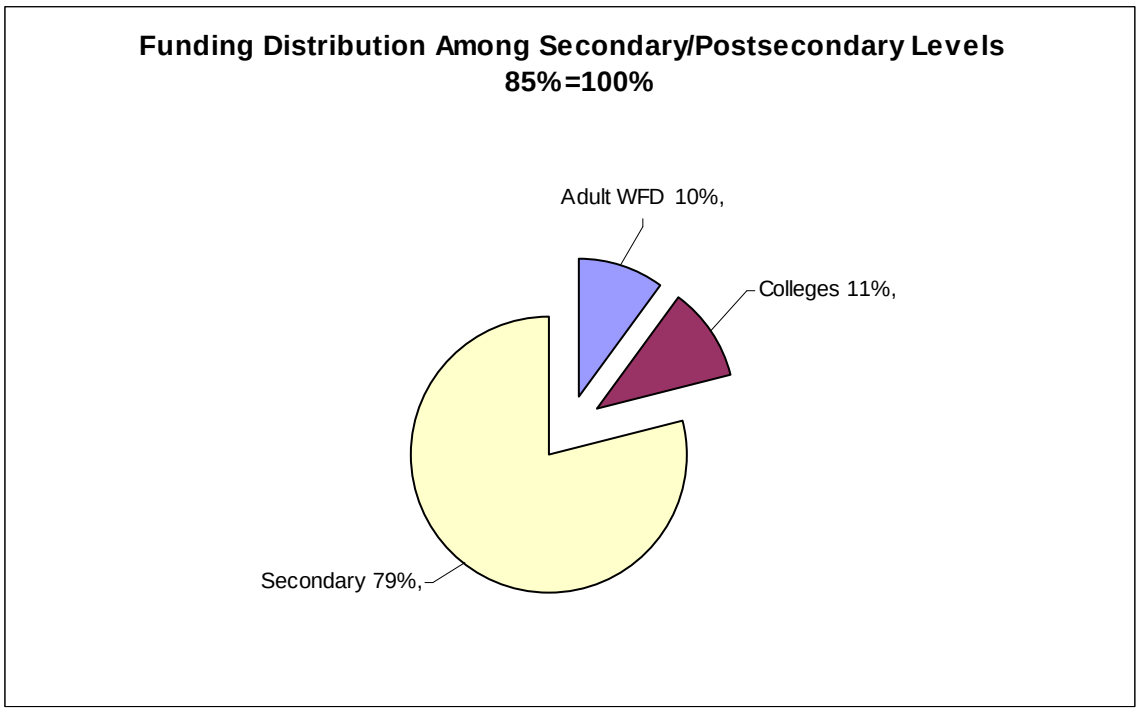


Chart 2: Funding Distribution among Secondary/Postsecondary Levels

Earmarked funds

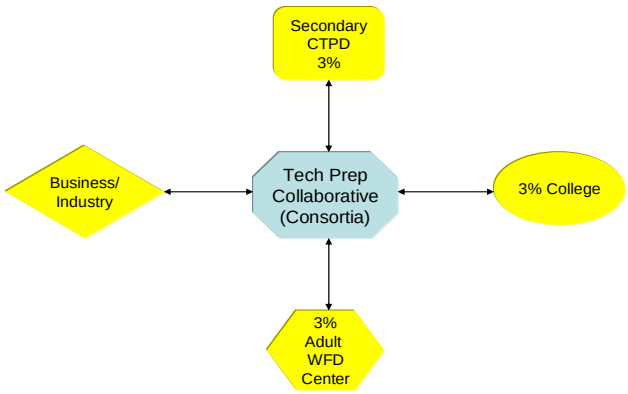
In order to support the Perkins Vision and the foundational elements of this Plan, including intensive and robust preparatory services, three percent from the secondary allocations, 3 percent from the postsecondary-colleges allocations and 3 percent from postsecondary-adult workforce education allocations will be earmarked for "support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. Thus, 3 percent of the total Title I Basic grant subsidy funds will be earmarked for "support for learner success" activities. The purpose of the "support for learner success" earmark is to foster a) secondary/postsecondary collaboration in support of the Perkins Vision and foundational elements of this Plan, b) seamless secondary/postsecondary education that forms a "*no-way-out*" system, c) education that is responsive to regional workforce development needs and d) effective supports to ensure success for learners, especially learners who are:

- At the beginning of the pipeline (grades 7-10) and vulnerable to dropping out of high school and/or being unprepared for the Ohio Core graduation requirements and Tech Prep level career-technical coursework;
- In need of extra help to avoid the expense and discouragement of remediation in order to earn a diploma, credentials, certificates and/or degrees; and
- In need of help with re-entry into the education system and a mechanism for applying earned competencies (e.g., certificates and credentials) toward the earning of a diploma and/or degrees.

The earmark will be jointly planned for and leveraged through Ohio's Tech Prep consortia, which will include all secondary and postsecondary Perkins recipients as well as business/industry representatives, including representatives from Ohio's 12 economic development regions. However, the earmarked expenditures will remain under the control of each recipient entity and each sub-recipient will be held accountable for its specific earmarked expenditures up to the required 3 percent of funds. The intention of this earmarking of funds and of engaging all sub-recipients, including business/industry representatives, in strategic planning for the use of those funds, is to deploy a targeted effort to respond to Ohio's economic development priorities through efforts to ensure that more learners are successful in high quality career-technical programs.

The State will develop guidance for the administration of the earmarked funds by local recipients. After two years, Ohio will evaluate the efficiency and effectiveness of earmarking funds this way and of using the Tech Prep consortia as a means for planning and leveraging the earmarked funds across educational systems. Upon evaluation, adjustments will be made, if needed. Chart 3 illustrates the earmark model that includes CTPDs, colleges, adult workforce centers and business/industry representatives.

EARMARK MODEL
(for diagnostic assessment and intervention)



***Note [1]: The arrows represent common planning and collaboration activities.**

***Note [2]: The business/industry element includes representatives of the economic development region(s) served by the Tech Prep consortia.**

Chart 3: Tech Prep Consortia Earmark Model

2. Funding allocations among LEAs, career-technical education schools and educational service agencies

Ohio will allocate secondary funds to Ohio Career-Technical Planning Districts (CTPD), which are the Ohio Revised Code structures established in Ohio to ensure that all secondary students have access to career-technical education. Every traditional school district must be part of a CTPD, per a CTPD plan submitted and approved by the State. Students served by charter/community schools, per ORC 3314.087(B) as enacted by Ohio HB 119, also have access to services provided by CTPDs. Upon approval of a five-year Perkins plan (submitted in FY08) and a State-approved annual Perkins application, federal Perkins funds will be allocated to CTPDs that meet Ohio size and scope requirements and all eligibility criteria in the Carl D. Perkins Act of 2006.

Estimated FY09 secondary allocations are included in Appendix D.

3. Funding allocations postsecondary institutions

Ohio will allocate postsecondary funds to participating a) community and technical colleges and universities that have two-year career-technical programs that terminate in credentials and/or degrees and b) full service Adult Workforce Centers that offer career development programming that terminates in credentials. Upon approval of a five-year Perkins plan (submitted in FY08) and a State-approved annual Perkins application, federal Perkins funds will be allocated to such institutions that meet Ohio size and scope requirements and all eligibility criteria in the Carl D. Perkins Act of 2006.

FY09 allocations for colleges and AWE full-service centers are included in Appendix D.

4. Funding allocations among Basic Grant secondary consortia

The Perkins Act requires a minimum of $15,000 eligibility to qualify as a secondary Basic Grant sub-recipient. In FY09, no secondary CTPD allocations are estimated to be below $15,000.

If in the future, any potential sub-recipients do not meet the minimum, they will be able to form consortia, providing they meet State-approved criteria and establish accountability for meeting performance requirements. Allocations for secondary consortia will be the sum generated by applying the appropriate formula individually to each of the CTPDs forming the consortia. Consortia funds must be used for the mutual benefit of multiple members of the consortium and cannot be reallocated to individual members for purposes benefiting only one member of the consortium.

State-approved criteria for forming secondary consortia will include reporting on secondary performance indicators and meeting accountability expectations. The lead entity of each consortia, with the input of other consortia members, shall agree to accept the State adjusted level of performance or negotiate with the State to reach agreement on a new consortia adjusted level of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of learners. Like with all

other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the State level of performance will be met or exceeded by the consortia within the Perkins IV five-year implementation period.

5. Funding allocations among Basic Grant postsecondary consortia

The Perkins Act requires a minimum of $50,000 eligibility to qualify as a postsecondary Basic Grant sub-recipient.

Any potential sub-recipients that do not meet the minimum will be able to form consortia, providing they meet State-approved criteria and establish accountability for meeting performance requirements. Allocations for postsecondary consortia will be the sum generated by applying the appropriate formula individually to each of the institutions forming the consortia. Consortia funds must be used for the mutual benefit of multiple members of the consortium and cannot be reallocated to individual members for purposes benefiting only one member of the consortium.

State-approved criteria for forming postsecondary consortia will include reporting on all applicable performance indicators and meeting accountability expectations The lead entity of each consortia, with the input of other consortia members, shall agree to accept the State adjusted level of performance or negotiate with the State to reach agreement on a new consortia adjusted level of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of learners. Like with all other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the State level of performance will be met or exceeded by the consortia within the Perkins IV five-year implementation period.

Postsecondary allocations including potential consortia are included in Appendix D.

6. Data adjustments addressing student enrollment and LEA boundaries

- The State will evaluate applicable boundary changes annually and update recipient eligibility and allocation calculations accordingly.
- All students attending LEAs without geographical boundaries (e.g., charter schools/community schools) will have access to career-technical education and services through their resident district Career-Technical Planning Districts per ORC 3313.90 and ORC 3314.087(B) as enacted by Ohio HB 119.

7. Alternative allocation formula

An alternative allocation formula is proposed for distribution of the postsecondary allocations. The proposed formula creates a single formula for both higher education and adult workforce education and has the effect of increasing the number of disadvantaged learners who can be reflected in the allocations. The alternative formula reflects not only Pell Grant recipients, but also a) learners who are Pell Grant eligible and b) learners who

are documented as disadvantaged under other State and federal aid initiatives such as WIA or TANF funding). In this alternative formula, all counts will be non-duplicative. See the "Postsecondary/College and Adult Workforce Education Formula" below for a full description of the formula.

The addition of Pell Grant eligibility in combination with receipt of a Pell Grant captures more disadvantaged individuals for reasons such as:

- Not all learners actually collect the Pell Grant for reasons such as bureaucratic barriers (e.g., locating the business office) or lack of understanding about what they are signing for and obligating themselves to;
- Some learners have cultural prohibitions to accepting "charity;" and
- Adult workforce data collections systems do not record receipt of the Pell Grant.

In addition, by including other federal and State evidence of economic disadvantage in the formula, more economically disadvantaged individuals will be counted because some individuals do not apply for the Pell Grant. Especially those participating in the adult workforce education system do not apply because often they do not qualify for Pell grants because the length of their credential-based rather than degree-based educational program does not qualify them for the Pell Grant. These individuals do, however, experience economic disadvantage and have other documentation of such.

Comparisons of allocations based on section 132(a)2 the proposed alternative formula and a definition of disadvantaged that serves as a basis for student identification, are included in Appendix D.

B. Other Department Requirements

1. Budget

OHIO

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (Official Budget)

(For Federal Funds to Become Available Beginning on July 1, 2008)

A. Total Title I Allocation to the State	$ 44,972,909.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ -
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	$ 44,972,909.00
D. Local Formula Distribution (not less than 85%) (Line C x 85.03435502%)	$ 38,242,423.10
1. Reserve (not more than 10% of Line D)	
a. Secondary Programs (0% of Line D)	$ -
b. Postsecondary Programs(AWE) (0% of Line D)	$ -
2. Available for formula allocations (Line D minus Line D.1)	$ 38,242,423.10
a. Secondary Programs (79% of Line D.2)	$ 30,211,514.25
b. Postsecondary Programs (21% of Line D.2) AWE=10%, College=11%	$ 8,030,908.85
E. State Leadership (not more than 10%) (Line C x 10%)	$ 4,497,290.90
1. Nontraditional Training and Employment ($75,000.00)	
2. Corrections or Institutions (1%) ($449,729.209)	
F. State Administration (not more than 5%) (Line C x .0496564498)	*$ 2,233,195.00*
G. State Match (from non-federal funds) .0496564498	*$ 2,233,195.00*

As of March 30, 2008

2. Consortia allocations

Consortia are included in postsecondary allocations in Appendix D.

3. Secondary and postsecondary formulae

The following formula will determine the secondary local eligible recipient level of funding.

Thirty percent shall be allocated to CTPDs based on the number of individuals aged five – 17 inclusive who were enrolled in the school districts served by such CTPD for the preceding fiscal year compared to the total number of such individuals who resided in the school districts served by all CTPDs in the preceding fiscal year.

Seventy percent shall be allocated to CTPDs in proportion to the number of individuals aged five – 17 inclusive who were enrolled in the school districts served by such CTPDs from families with incomes below the poverty line as defined by the most current census data report compared to the number of such individuals who resided in the school districts served by all CTPDs in the preceding fiscal year.

Postsecondary/Colleges and Adult Workforce Education Formula

College recipients and adult workforce recipients will use a common formula that will enable each entity to reach the widest possible range of economically disadvantaged individuals. The postsecondary-college and postsecondary-adult workforce education allocations will be based on three learner designations: 1) Pell Grant eligibility, 2) receipt of a Pell Grant or 3) other State-approved documented economic disadvantage (e.g., WIA or TANF funding). The data used for the calculations will be from the year preceding the fiscal year in which the determination is made, and the minimum grant size will be $50,000. The forming of consortia by recipients not meeting the minimum allotment will be subject to State-approved criteria and the establishment of a State-approved accountability approach.

Funds will be allocated based on the proportion of CTE concentrators or career development FTEs who are Pell Grant eligible, have received a Pell Grant or are documented as economically disadvantaged through other State-approved means at a given institution compared to the number of CTE concentrators or career development FTEs who are Pell Grant eligible, have received a Pell Grant or are documented as economically disadvantaged through other State-approved means statewide. The counts of CTE concentrators or career development FTEs across the three criteria (Pell Grant eligibility, Pell Grant receipt and other State-approved documented economic disadvantage) will be a non-duplicated count.

Calculation:

Numerator: Non-duplicated number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant eligible + Number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant recipients + Number of Career-Technical Concentrators or Career Development FTEs designated as economically disadvantaged through other State-approved means at a given two-year college or full service Adult Workforce Center

Denominator: Non-duplicated number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant eligible + Number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant recipients + Number of Career-Technical Concentrators or Career Development FTEs designated as economically disadvantaged through other State-approved means among all two-year colleges or full service Adult Workforce Centers

4. Reserve fund formula

Ohio will allocate no Reserve funds.

5. Ranking and determining eligible recipients of reserve funds

Ohio will allocate no Reserve funds.

6. Rural/sparsely populated area eligible recipients

Eligibility is categorical, rather than geographical. Ninety-one CTPDs, each of which meets size and scope criteria, provide programming and services for all traditional school districts and all students in the State. All CTPDs are eligible to apply as a secondary sub-recipient, regardless of urban/rural location or sparse/dense population. There are 23 community and technical colleges in the State and 4 universities that offer two-year career-technical programming. All 27 of these institutions are eligible to apply as a postsecondary-college sub-recipient, regardless of urban/rural location or sparse/dense population. There are 40 Adult Workforce Centers in the State that meet size and scope criteria as full service centers. All 40 of these institutions are eligible to apply as a postsecondary-adult workforce sub-recipient, regardless of urban/rural location or sparse/dense population.

PART B: BUDGET FORMS

OHIO

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (Official Budget)

(For Federal Funds to Become Available Beginning on July 1, 2008)

A. Total Title I Allocation to the State	$ 44,972,909.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ -
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	$ 44,972,909.00
D. Local Formula Distribution (not less than 85%) (Line C x 85.03435502%)	$ 38,242,423.10
1. Reserve (not more than 10% of Line D)	
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b. Postsecondary Programs(AWE) (0% of Line D)	$ -
2. Available for formula allocations (Line D minus Line D.1)	$ 38,242,423.10
a. Secondary Programs (79% of Line D.2)	$ 30,211,514.25
b. Postsecondary Programs (21% of Line D.2) AWE=10%, College=11%	$ 8,030,908.85
E. State Leadership (not more than 10%) (Line C x 10%)	$ 4,497,290.90
1. Nontraditional Training and Employment ($75,000.00)	
2. Corrections or Institutions (1%) ($449,729.209)	
F. State Administration (not more than 5%) (Line C x .0496564498)	*$ 2,233,195.00*
G. State Match (from non-federal funds) .0496564498	*$ 2,233,195.00*

As of March 30, 2008

Ohio
TITLE: II TECH PREP PROGRAMS
(Effective July 1, 2008)

A.	Total Title II Allocation to the State	$ 4,446,192.00
B.	Total Tittle II Tech Prep Funds to be Consolidated With Title I Funds	
C.	Amount of Tittle II Funds to be made availalbe	$ 4,446,192.00
D.	Tech Prep Funds Earmarked for consortia	$ 4,054,927.10
	1. Percent to Consortia (Line D divided by Line C) [91.2%]	
	2. Number of Consortia 23	
	3. Method of Distribution (check one) a.__X__Formula b._____Competitive	
E.	Tech-Prep Administration	$ 391,264.90
	1. Percent for Administration (Line E divided by Line C) [8.8%] *Per memo dated July 14, 2000	

As of March 30, 2008

PART C: ACCOUNTABILITY FORMS

(with tracking from Transition Plan to Five-Year Plan)

I. Student Definitions

A. Secondary Level

CTE Participant – A secondary student who has earned credit in one (1) or more courses in any career and technical education (CTE) workforce development program area.
CTE Concentrator – A secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level.

B. Postsecondary/Adult Level – ~~Two-Year Campus~~ Colleges

CTE Participant – A postsecondary/adult student who has earned one (1) or more credits in any career and technical education (CTE) program area.
CTE Concentrator – A postsecondary/adult student who: (1) completes at least 12 ~~academic or~~ career and technical education (CTE) credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

C. Postsecondary/Adult Level – Adult Workforce Education

CTE Participant – A postsecondary/adult student who has ~~earned one (1) or more credits, or the equivalent, in any career and technical education (CTE) program area.~~ completed a minimum of 10% of an adult workforce education career development program.

CTE Concentrator –

A postsecondary/adult student who ~~(1) completes at least 12 academic or career and technical education (CTE) credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits, or the equivalent, and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units, or the equivalent, that terminates in an industry-recognized credential, a certificate, or a degree.~~ has completed 20% of an adult workforce education career development program that terminates in the award of an industry-recognized certificate or license.

D. Tech Prep Student

Secondary Tech Prep Student –

A secondary education student who has enrolled in two courses in the secondary education component of a tech prep program.

Postsecondary Tech Prep Student –

A student who has completed the secondary education component of a tech prep program; and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

STATE NAME: OHIO

FINAL AGREED UPON PERFORMANCE LEVEL FORM (FAUPL)
A. SECONDARY LEVEL
(In columns 5-6, "L:" = level of performance (target), and "A:" = actual performance level)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who left secondary education in the reporting year and who scored ~~scoring~~ at or above the proficient level on the Ohio Graduation Tests (OGT) **reading/language arts** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB. ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~ **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and took the OGT assessment in **reading/language arts**. ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~	**State and Local Administrative Records** **(EMIS)**	**B:** No data are available to calculate a baseline, as FY2007 is the first year that 12th grade students are responsible for passing this assessment.	**L: 85.0%** **A: n/a**	**L: ~~85%~~** **87.0%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who left secondary education in the reporting year and who scored ~~scoring~~ at or above the proficient level on the Ohio Graduation Tests (OGT) **mathematics** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB). ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~ **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and took the OGT assessment in **mathematics**. ~~, and who, in the reporting year, left secondary education and were required to pass the test for graduation.~~	**State and Local Administrative Records** **(EMIS)**	**B:** No data are available to calculate a baseline, as FY2007 is the first year that 12th grade students are responsible for passing this assessment.	**L: 80.0%** **A: n/a**	**L: ~~80%~~** **83.0%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who left secondary education the previous year and who passed State-recognized technical skill assessments that are aligned with industry-recognized standards. **Denominator:** Number of CTE concentrators who left secondary education the previous year and who took the State-recognized technical skill assessments.	**State and Local Administrative Records** **(EMIS)**	**B: ~~n/a~~ 62.30%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition; does not include State-recognized industry assessments.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 58.00%** **A: n/a**
3S1 Secondary School Completion ***113(b)(2)(A)(iii)(I-III)***	**Numerator:** Number of CTE concentrators who left secondary education the previous year who earned a regular or honors secondary school diploma (including summer graduates), a General Education Development (GED) credential, or another State-recognized equivalent. **Denominator:** Number of CTE concentrators who left secondary education the previous year.	**State and Local Administrative Records** **(EMIS)**	**B: ~~n/a~~ 93.66%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition; does not include GED credential or another State-recognized equivalent.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 90.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**State and Local Administrative Records** **(EMIS)**	**B:** Baseline data will not be submitted, as Ohio's FY2008 NCLB target is the adjusted level of performance.	**L:** ~~***Will be pre-populated at the request of the State*** Ohio's FY2008 NCLB measurement definition and target have not yet been established. Ohio's FY2007 target was 93.0%.~~ **73.60%** **A: n/a**	**L:** ~~***Will be pre-populated at the request of the State*** Ohio's FY2008 NCLB measurement definition and target have not yet been established. Ohio's FY2007 target was 93.0%.~~ **73.60%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of status-known CTE concentrators who left secondary education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service or employed. **Denominator:** Number of status-known CTE concentrators who left secondary education the previous year.	**State and Local Administrative Records** **(EMIS)**	**B: ~~n/a~~ 92.98%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition; does not include those who dropped out of school.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 87.00%** **A: n/a**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields. **Denominator:** Number of CTE participants who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(EMIS)**	**B: ~~n/a~~ 27.13%** **(FY07 estimated baseline** – based on FY07 CTE Participant definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 20.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields. **Denominator:** Number of CTE concentrators who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(EMIS)**	**B: ~~n/a~~ 21.93%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 17.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
State Indicator 1 **State Academic Attainment – Reading/Language Arts**	**Numerator:** Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **reading/language arts** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB. **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **reading/language arts**.	**State and Local Administrative Records** **(EMIS)**	**B: 96.39%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.) Set targets the same for State Indicators 1, 2 & 3.	**L: n/a** **A: n/a**	**L: 90.00%** **A: n/a**
State Indicator 2 **State Academic Attainment – Mathematics**	**Numerator:** Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **mathematics** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB. **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **mathematics**.	**State and Local Administrative Records** **(EMIS)**	**B: 90.74%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.) Set targets the same for State Indicators 1, 2 & 3.	**L: n/a** **A: n/a**	**L: 90.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 3 **State Academic Attainment – Science**	**Numerator:** Number of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) **science** assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB). **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and who took the OGT assessment in **science**.	**State and Local Administrative Records** **(EMIS)**	**B: 86.02%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.) Set targets the same for State Indicators 1, 2 & 3.	**L: n/a** **A: n/a**	**L: 90.00%** **A: n/a**
Secondary State Indicator 4 **On-time Academic Attainment – Reading/Language Arts**	**Numerator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **reading/language arts** assessment. **Denominator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **reading/language arts** assessment.	**State and Local Administrative Records** **(EMIS)**	**B:** No baseline data submitted. CTE accepts Ohio's State target for all students.	**L: n/a** **A: n/a**	**L: 75.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 5 **On-time Academic Attainment – Mathematics**	**Numerator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **mathematics** assessment. **Denominator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **mathematics** assessment.	**State and Local Administrative Records** **(EMIS)**	**B:** No baseline data submitted. CTE accepts Ohio's State target for all students.	**L: n/a** **A: n/a**	**L: 75.00%** **A: n/a**
Secondary State Indicator 6 **On-time Academic Attainment – Science**	**Numerator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, scored at or above the proficient level on the Ohio Graduation Tests **science** assessment. **Denominator:** Number of students who were CTE participants in the 8th, 9th or 10th grades and, as a 10th grade student in the reporting year, took the Ohio Graduation Tests **science** assessment.	**State and Local Administrative Records** **(EMIS)**	**B:** No baseline data submitted. CTE accepts Ohio's State target for all students.	**L: n/a** **A: n/a**	**L: 75.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 7 **Academic Assessment Retake Passage Rate – Reading**	**Numerator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio Graduation Tests (OGT) **reading/language arts** assessment and who subsequently passed that assessment. **Denominator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **reading/language arts** assessment.	**State and Local Administrative Records** **(EMIS)**	**B: 35.64%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L 35.00%** **A: n/a**
Secondary State Indicator 8 **Academic Assessment Retake Passage Rate – Mathematics**	**Numerator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio Graduation Tests (OGT) **mathematics** assessment and who subsequently passed that assessment. **Denominator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **mathematics** assessment.	**State and Local Administrative Records** **(EMIS)**	**B: 54.81%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: 54.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 9 **Academic Assessment Retake Passage Rate – Science**	**Numerator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the Ohio Graduation Tests (OGT) **science** assessment and who subsequently passed that assessment. **Denominator:** Number of CTE concentrators who left secondary education the reporting year who, as a 10th grade student, did not pass the OGT **science** assessment.	**State and Local Administrative Records** **(EMIS)**	**B: 60.26%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: 60.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 10 **State Graduation Rate**	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**State and Local Administrative Records** **(EMIS)**	**B:** No baseline data submitted. CTE accepts Ohio's State graduation target for all students.	**L: n/a** **A: n/a**	**L: 90%** **A: n/a**
Secondary State Indicator 11 **Participant Retention Rate**	**Numerator:** Number of CTE participants in the reporting year who were retained in secondary education (e.g., did not drop out or get expelled) during the school year. **Denominator:** Number of CTE participants in the reporting year.	**State and Local Administrative Records** **(EMIS)**	**B: 98.01%** **(FY07 estimated baseline** – based on FY07 CTE Participant definition.)	**L: n/a** **A: n/a**	**L: 98.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 12 **Concentrator Retention Rate**	**Numerator:** Number of CTE concentrators in the reporting year who were retained in secondary education (e.g., did not drop out or get expelled) during the school year. **Denominator:** Number of CTE concentrators in the reporting year.	**State and Local Administrative Records** **(EMIS)**	**B: 97.68%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: 98.00%** **A: n/a**
Secondary State Indicator 13 **Technical Skill Assessment Participation Rate**	**Numerator:** Number of CTE concentrators who left secondary education the previous year and who were assessed with a state-recognized technical skill assessment. **Denominator:** Number of CTE concentrators who left secondary education the previous year and who were enrolled in CTE programs that had state-recognized technical skill assessments.	**State and Local Administrative Records** **(EMIS)**	**B: 64.04%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition; does not include State-recognized industry assessments.)	**L: n/a** **A: n/a**	**L: 64.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 14 **Placement Status Known**	**Numerator:** Number of CTE concentrators who left secondary education the previous year and whose placement status is known in the 2nd quarter (October-December) following the end of the previous school year. **Denominator:** Number of CTE concentrators who left secondary education the previous year.	**State and Local Administrative Records** **(EMIS)**	**B: 94.63%** **(FY07 estimated baseline** – based on FY07 CTE completer definition; now based on concentrators, including those who dropped out of school.)	**L: n/a** **A: n/a**	**L: 90.00%** **A: n/a**
Secondary State Indicator 15 **Postsecondary Enrollment and Advanced Training**	**Numerator:** Number of CTE concentrators who left secondary education the previous year and who, in the 2nd quarter (October-December) following the end of the previous school year, were enrolled in postsecondary education or advanced training. **Denominator:** Number of CTE concentrators who left secondary education the previous year.	**State and Local Administrative Records** **(EMIS)**	**B: 54.19%** **(FY07 estimated baseline** – based on FY07 CTE concentrator definition; does not include those who dropped out of school.)	**L: n/a** **A: n/a**	**L: 45.00%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
Secondary State Indicator 16 **Postsecondary Credit**	**Numerator:** Number of CTE concentrators who left secondary education the reporting year and who successfully completed a course that awarded postsecondary credit for secondary students. **Denominator:** Number of CTE concentrators who left secondary education the reporting year.	**State and Local Administrative Records** **(EMIS)**	**B: TBD** **Estimated –** no FY07 data. Goes into effect in FY2010.	**L: n/a** **A: n/a**	**L: n/a** **A: n/a**
Secondary State Indicator 17 **Industry Certificate or License**	**Numerator:** Number of CTE concentrators who left secondary education the previous year and who obtained a state-recognized industry certificate or license. **Denominator:** Number of CTE concentrators who left secondary education the previous year and were enrolled in a CTE program that has a state-recognized industry certificate or license.	**State and Local Administrative Records** **(EMIS)**	**B: TBD** **Estimated –** no FY07 data. Goes into effect in FY2010.	**L: n/a** **A: n/a**	**L: n/a** **A: n/a**

STATE NAME: OHIO

FINAL AGREED UPON PERFORMANCE LEVEL FORM (FAUPL)
B. POSTSECONDARY ADULT LEVEL – ~~TWO-YEAR CAMPUS~~ Colleges
(In columns 5-6, "L:" = level of performance (target), and "A:" = actual performance level)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who left postsecondary education the previous year and who passed State-recognized technical skill assessments that are aligned with industry-recognized standards. **Denominator:** Number of CTE concentrators who left postsecondary education the previous year and who took the State-recognized technical skill assessments.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~ ~~84.0%~~** **(FY07 estimated baseline –** based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 84.5%** **A: n/a**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who, in the previous year, received an industry-recognized credential, a certificate or a degree and left postsecondary education. **Denominator:** Number of CTE concentrators who, in the previous year, left postsecondary education.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~ 35.0%** **Estimated –** no FY07 data.	**L: n/a** **A: n/a**	**L: ~~n/a~~ 35.5%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year and who, during the reporting year, remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution. **Denominator:** Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year and who, in the previous reporting year, did not earn an industry-recognized credential, a certificate or a degree.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~** **72.0%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 72.5%** **A: n/a**
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left postsecondary education. **Denominator:** Number of CTE concentrators who, in the previous year, left postsecondary education.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~** **77.0%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 77.5%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields. **Denominator:** Number of CTE participants who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~** **11.0%** **(FY07 estimated baseline** – based on FY07 CTE Participant definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~ 11.5%** **A: n/a**

5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a program that leads to employment in nontraditional fields. **Denominator:** Number of CTE concentrators who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(HEI)**	**B: ~~n/a~~** **10.0%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **10.5%** **A: n/a**

STATE NAME: OHIO

FINAL AGREED UPON PERFORMANCE LEVEL FORM (FAUPL)
C. POSTSECONDARY ADULT LEVEL – ADULT WORKFORCE EDUCATION
(In columns 5-6, "L:" = level of performance (target), and "A:" = actual performance level)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who left adult workforce education in the reporting year and ~~who~~ passed State-recognized technical skill assessments. ~~that are aligned with industry recognized standards~~ **Denominator:** Number of CTE concentrators who left adult workforce education in the reporting year and ~~who~~ took State-recognized technical skill assessments.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~** **90.12%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **90.62%** **A: n/a**
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who left adult workforce education in the reporting year and received an industry-recognized ~~credential, a~~ certificate ~~or a degree and left the program.~~ license. **Denominator:** Number of CTE concentrators who ~~in the reporting year~~ left ~~the program~~ adult workforce education in the reporting year.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~** **85.0%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **85.5%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3A1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of status-known CTE concentrators enrolled in adult workforce education the previous year and who, during the reporting year, remained enrolled in ~~their original~~ the same adult workforce education institution or transferred to another adult workforce education institution or a 2- or 4-year postsecondary institution. **Denominator:** Number of status-known CTE concentrators enrolled in adult workforce education the previous year and who, in the previous year, did not earn an industry-recognized ~~credential, a~~ certificate or ~~a degree~~ license.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~** **75.0%** **Estimated –** no FY07 data.	**L: n/a** **A: n/a**	**L: ~~n/a~~** **75.5%** **A: n/a**
4A1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of status-known CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left adult workforce education. **Denominator:** Number of status-known CTE concentrators who, in the previous year, left adult workforce education	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~ 93.3%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **93.8%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5A1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups ~~who~~ in the reporting year who participated in ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields. **Denominator:** Number of CTE participants ~~who~~ in the reporting year who participated in ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~** **9.12%** **(FY07 estimated baseline** – based on FY07 CTE Participant definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **9.62%** **A: n/a**

5A2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups ~~who~~ in the reporting year who completed an adult workforce education ~~a~~ program that leads to employment in nontraditional fields. **Denominator:** Number of CTE concentrators ~~who~~ in the reporting year who completed ~~a CTE~~ an adult workforce education program that leads to employment in nontraditional fields.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: ~~n/a~~** **8.42%** **(FY07 estimated baseline** – based on FY07 CTE Completer definition. Also based on FY07 nontraditional CTE program lists, rather than FY08 lists.)	**L: n/a** **A: n/a**	**L: ~~n/a~~** **8.92%** **A: n/a**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
AWE State Indicator 1 **Academic Attainment**	**Numerator:** Number of CTE concentrators who left adult workforce education in the reporting year and met or exceeded the WorkKeys assessment levels for the occupation. **Denominator:** Number of CTE concentrators who left adult workforce education in the reporting year and took the WorkKeys assessments.	**State and Local Administrative Records** **(AWE Data Reporting System)**	**B: 85.05%** **(FY07 estimated baseline** – based on FY07 CTE Concentrator definition.)	**L: n/a** **A: n/a**	**L: 86.05%** **A: n/a**

APPENDIX A:

PUBLIC TESTIMONY AND RESPONSES

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

Carl D. Perkins Act of 2006, Section 122. STATE PLAN

(3) Hearing Process – *The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students and community organizations) an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and eligible agency's response to such recommendations shall be included in the State Plan.*

OHIO PUBLIC HEARING OVERVIEW

All states are required by the federal Carl D. Perkins Act of 2006 to develop plans in five areas: Program Administration, Special Populations, Accountability/Evaluation, Tech Prep and Financial Requirements. The Office of Career-Technical and Adult Education, Ohio Department of Education, in collaboration with the Ohio Board of Regents, conducted five public hearings on Ohio's five-year (FY2009-2013) plan for workforce development/ career-technical education during the week of Oct. 22, 2007.

Locations and dates were as follows:
- Oct. 22 – Barberton High School (*Theatre)*, 555 Barber Road, Barberton;
- Oct. 23 – Vanguard-Sentinel Technology Center (*W. David Carr Auditorium/Lecture lab)*, 1220 Cedar Street, Fremont*;*
- Oct. 24 – Cincinnati State Technical and Community College (*Conference Center, third floor of main building*), 3520 Central Parkway, Cincinnati;
- Oct. 25 – Delaware Area Career Center, South Campus (*LGIA Room*), 4565 Columbus Pike, Delaware; and
- Oct. 26 – Shawnee State University (*Clark Memorial Library, Flohr Lecture Hall, first floor*), 940 Second Street, Portsmouth.

There were 194 persons total attending the hearings. All hearings were from 9 a.m. to noon with an agenda that included a formal presentation; comments, questions and answers; and audio taped testimony of five minutes per person. Individuals also had the option of sending testimony via email or regular mail with a 5 p.m. EST Oct. 26, 2007, receipt deadline. There were 29 total pieces of testimony with 18 oral and 11 written (10 emailed and one paper copy – all not including oral duplicated by written). Additionally, there were 64 questions and miscellaneous comments (most from persons who commented more than once) that were not audio taped as formal testimony. The following is the breakdown of formal oral testimony and informal questions from the five hearings:
- Oct. 22 – 53 attendees with 22 questions and four oral testimonies;
- Oct. 23 – 39 attendees with 3 questions and three oral testimonies;
- Oct. 24 – 25 attendees with 11 questions and four oral testimonies;
- Oct. 25 – 53 attendees with 13 questions and four oral testimonies; and
- Oct. 26 – 24 attendees with 15 questions and three oral testimonies.

The following pages include:
- Verbatim, transcribed oral testimony identified by speaker and organized by site; and
- Written testimony identified with author.

For more information, go to www.ode.state.oh.us and keyword search: *Perkins IV*.

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

October 22, 2007

Barberton High School
9:00 a.m. to 12:00 Noon

ORAL TESTIMONY

(5 minutes each, in order)
Four (4) Testimonies

JERRY BROCKWAY

Ashtabula County JVS
(See attached, provided in writing)

K. SCOTT KUTZ

Westlake High School
(See attached supplement, provided in writing)

JOE DINOBILE

Southeast High School

Good morning, my name is Joe DiNobile. I'm a teacher at Southeast High School in Portage County. I teach Industrial Technology, specializing in wood technology. My testimony is regarding the fact that over the years the school systems throughout the nation, and especially in Ohio, have cut out industrial technology programs feeling that they were basically not accomplishing the mission of supplying our country with qualified people that work in the workforce. A lot of that had to do with the fact that it was a huge cost to equip the shops in the high schools with equipment that meets industry standards today. If there were any cuts in the school system, the first programs to go were the industrial arts programs. This in my opinion has damaged our industry and our production in the United States. I feel that the State and the school systems should have taken into consideration that this is an important factor in our education system. If you're going to equip the students to learn what's relevant in industry such as your computers and computer technology, you also needed to do that in the industrial technology programs, which never happened. I built up my program over the years. I'm thankful that my superintendent and administration has felt that I teach a relevant part of the education system. I've also partnered with industry, and I have a lot of industry support for my program. I'm with a program called Woodlinks USA, and Woodlinks USA helps teachers, like me, that have traditional woodworking programs to meet with industry and develop industry partners. Craftmade Cabinets is my industry partner and they do a lot to help supply me with curriculum for my program as will as materials and financial aide.

I also have other industry supporters that help my program. I would like to see the CTE program in my school also. I've been trying to get it for the last two years now, but unfortunately, it hasn't come about. I also feel that the Perkins funding should support programs such as mine being as I do teach relevance to industry, and have a lot of my students that get hired in industry. Right now, five of my seniors are working at Craftmade Cabinets; two of them have been there three years. Regardless of

whether or not we become CTE programs if we are meeting the standards of CTE, if we're doing what CTE is trying to do, and that is get students prepared for the workforce that should it be considered by the State by Perkins to also fund programs that meet all the standards that are required for Perkins grants. I just would like the State and CTE to take those things into consideration, regardless of whether or not an industrial technology program becomes a CTE program. Like it was stated by many of you out here – a lot of students that come out of these programs do not go to college, they are not qualified. Personally I have 110 students and 24 of those students are on IEPs; they're special needs students – a lot of them will take my program for four years. Right now I have three freshman classes. I've got two classes that are (comprised of) sophomores, and I have two classes that are junior/senior combined Woods III and IV programs. I have 14 students, and I have 14 seniors that take my classes, and I also have 18 juniors. So my program is one of those programs that concentrates on producing students that will go into technology career programs in colleges as well as getting out into the workforce. Thank you.

GARY EITH

Lakeland Community College

Thank you very much. My name is Gary Eith; I'm the Dean of Business Technologies at Lakeland Community College, which is the community college that is connected with the Lakeland Consortium, a consortium that has over 35 high schools and several career centers in Northeastern Ohio. Thank you for this opportunity to make some public statements about your plan.

I'm going to concentrate my concerns on the A1 section of your plan. I helped work on our first actual planning grant some 12 years ago, so I've been involved with Tech Prep for over 12 years with the original group that has grown over the years up in Northeastern Ohio. I serve on their governing board still, and also as the liaison there. I hope that we maintain attention on our students and our stakeholders, education's very people orientated as we know and restructuring should relate, yes, to efficiency and effectiveness, but also to our students and involve the stakeholders, the people, the faculty and staff and business and industry representatives and the parents. When you restructure and shift the consortium you also stripping those students and those parents perhaps away from one consortium to another. That can be very emotional situation form them because of the relationships that have been built over time, the investments of funds, the investments of time and effort and energy on not just their programs but on the outcomes of their programs, the graduates**.**

So I know you are reconsidering the number of consortia from the 12 economic development district areas, but I am asking that you consider the people in that restructuring and think about the fact that we may be more efficient and more effective if we consider the relationships that preexisted this plan because we have been at it for 12 years now. Also another implementation issue: once decisions have been made about consortium service areas, it is hoped that the current stakeholders in those geographic regions will have the opportunity to provide input and shape the consortium structures, governance and staffing. Staffing is crucial, the intensity of the time commitment that staff have to take in building relationships in the field involves the success of the consortium; without those relationships you don't have a consortium. That concludes my comments. Thank you very much.

Ohio Carl D. Perkins IV
Five-Year (2009-2013) Plan
For Ohio Career-Technical Education

Section V A1-Tech Prep Programs
Economic Development Regions

Testimony in Opposition
By
Jerome R. Brockway PhD
Superintendent
Ashtabula County JVS

Tech-Prep Consortiums were developed to provide a unique core of college tech-prep pathways or a sequential course of study that includes at least two years of high school and two years of college education. Each pathway leads to an associate or bachelor's degree or post-secondary certification and high tech employment. **Key responsibilities** are: to develop career field content standards which are the foundation of the tech-prep curriculum from grades 11-14: to involve panels of stakeholders and business professionals in the development of curriculum; to have components of partner engagement, professional development, articulation of pathways development, college transitional services, out-reach data collection and monitoring. **Tech-Prep, since its inception, has had as its purpose an education delivery model.**

It was a delivery of educational programs for an alignment of a continuous path from originally the last two years in the K-12 system with post-secondary opportunities and systems to currently the last several years of the K-12 model. The work has been ongoing for almost over 20 years. Institutions voluntarily joined together to work to provide youth a continuous system/pathway to post-secondary opportunities. **We were allowed to seek out partnerships with organizations/institutions with like philosophies, missions, and geographical similarities and/or employment opportunities to build relationships and establish an educational delivery system.**

The Governor's regional economic development offices (REDD) were created at the beginning of the Voinovich administration to recognize the State of Ohio is diverse in landscape culture and economic development. The Regional Development Offices are the focal point of contact between the State business entities and the Ohio Department of Development. **The regional office is an arm of the Ohio Department of Development whose mission is to act in a supporting role to provide financial, informational, technical assistance to those making an investment in Ohio's future.** Each regional office provides the same information, technical assistance and financial information. **The only purpose of having the regional offices in areas is to have a rapid response to business opportunities.**

More specifically in Ashtabula County, the economic development activities/employment opportunities are more aligned to the west then to the south. Having a close and direct involvement with all economic activities within Ashtabula County, **I can attest that Ashtabula County looks to the west not to the south.** As an example, Ashtabula County is heavily involved with NEOTECH and Fund for Economic Future, which is a collaboration in Northeast Ohio to transform the region's economy, which is a Cleveland based initiative. Ashtabula County is heavily involved in the travel on tourism, i.e., wine producing, which is closely aligned with Lake County.

As Chair of the Ashtabula County Workforce Development Policy Board and working with the Commissioners, we reviewed all the surrounding counties as to the best fit for the work incentive investment activities and programs. **We aligned ourselves with Lake, Geauga, Portage and Ashtabula County to formulate our work incentive region.** Further examples are EDA, USDA activities and funding are derived out of the Cleveland and Chicago areas. Recently as an officer with the Ashtabula County Port Authority, we are developing partnership with the Lake County Port Authority to strengthen our position in port activity as well as electrical generation and transportation advancements. **Further, our employment census data will track our employment to the west to Lake, Geauga, Cuyahoga County RATHER than Trumbull, Mahoning counties.**

Ashtabula County JVS has expended many resources over the last 19 years and over $150,000 has been given to Lakeland as well as much personal time for curriculum alignment and advancement as well as professional development. A high percentage of our students are involved with Lakeland transitioning. Our outreach programs have been very successful in increasing enrollment over the last several years 15-20 percent. Lakeland Tech Prep Consortium has assisted the ACJVS with over $200,000 dollars worth of equipment and financial support. Again, much personnel time has taken place to get academic department approval for the establishment of our 1-2 year programs. The ACJVS has had input in shaping the organizational structure, the bylaws, the budget, the programs, the recruitment and marketing of the Tech Prep Consortium.

Approximately seven (7) years ago we had an opportunity and were courted to become a part of another consortium within Region 12. The organizational structure, the philosophy, the program offering and the administration of the other consortium was diametrically opposed to the philosophy of the ACJVS Administration and Board of Education and the direction that Ashtabula County Joint Vocational School Board was interested in going. **We do not feel that entering into Region 12 or any other region would benefit the ACJVS, the Board of Education, the students, nor the ACJVS community and county at-large.**

As mentioned previously, our employment data and relationship at the commissioners and other county officials' level are to the west and not to the south. We feel that this would be a major step backwards in our movement to promote and expand our Tech Prep programs. **We see no justification for arbitrarily dividing the State into 12 economic regions when the purpose of the economic development is not delivering of educational systems, it was designed back in the Voinovich administration as an opportunity to provide department of development services and specialists in specific regions for rapid response and not for educational purposes.** The Tech-Prep Consortiums were not designed to be the provider of economic development however to build within the educational system, an educational system pathway for students to matriculate from the 11-12 grades to the 13-14.

It is the educational institutions themselves that need to be responsive to employment needs and to provide curriculum that will enable students to be competitive in workforce and emerging occupations. We do so by advisory committees, we do so by engaging the public and the business community in the development of curriculum. By assigning school districts into a prescribed region whose purpose was for the political expediency of the State of Ohio causing the disruption of all 23 consortiums will damage students' education pathways far beyond repair.

Having looked at the 12 regional areas and the 23 Tech-Prep consortium areas, one can readily see that all 23 tech-prep consortiums will be disrupted and the work that has been done to bring the tech-prep consortiums to national recognition and national accomplishments will be at stake, but **more importantly the pathways of the students at this point will be at stake as new alignment, new curricula studies, new organizations will have to be developed.** Having had a major leadership role in the revitalization of county office, I know for a fact, the damage that will be done will take years to rebuild.

If the state is intent on making these regional areas, I would ask that 1) they reconsider, but if they are going to go forward with it, that institutions should have the option of choice to which consortium they may choose to become a member of or retain the membership. Choice has been given to those areas within the ESC's regionalization, within the data A sites and students' have choice throughout the state. **I would encourage the State to rethink their proposal but to also give serious consideration to the availability of choice.**

Jerome Brockway Ph.D., Superintendent
Ashtabula County Joint Vocational School
1565 State Route 167
Jefferson, OH 44047

440.576.6015 x1048
Jerome.Brockway@acjvs.org

Re: Carl D. Perkins (IV) Public Hearing – oral testimony (written manuscript) – "Funding support for middle school and high school Technology Education programs"
Location: Barberton High School
From: K. Scott Kutz – Westlake High School – Engineering & Technology Education Department
Date: Monday, October 22, 2007

Good morning and thank you for the opportunity to present testimony on the Carl Perkins IV plan. My name is Scott Kutz, teaching pre-engineering, pre-architecture, and pre-design (Technology Education) at Westlake High School. I'm representing the Ohio Technology Education Association and Technology Education teachers of Northeast Ohio, along with my colleague Joe DiNoble of Southeast High School.

I'd like to start by echoing the speech given by the new and first woman president of Harvard University in her recent inauguration speech, encouraging her faculty and administrators that they must do things differently, work together more and in a more collaborative manner.

This is what CTE and TechEd need to do more of in becoming a stronger presence in the entire educational continuum - the big picture. Collaboration has already taken place with the national directors of CTE endorsing the International Technology Education Association/CA TTS - *Engineering by Design* curriculum, as well as their involvement in the ASEE national K-12 Engineering Standards. Technology Education seems to be a big piece of the puzzle missing when it comes to discussion and conversation about the Perkins IV plan. We are here to work together!

You would be remiss when considering the many wonderful things occurring in TechEd and what it has to bring to the table in helping to attain the many goals and objectives in the Perkins IV plan. The Perkins IV plan calls for innovation, creativity, problem solving, and critical thinking in seeking *Student Success Strategies.* Through the full implementation of the Technology Academic Content Standards, TechEd aligns to all of those strategies and more. Moreover, it does it K-12, a true continuum of helping expose students in CTE to not only innovation strategies, but also career possibilities, opportunities, and post-secondary options.

One vision I have of TechEd enhancing CTE and the objectives of the Perkins IV plan is the TechEd middle school and high schools becoming launching pads for students to attend a STEM academy at every CTE school, as one example. Another vision is that every "home" school would offer an articulating series of foundation courses that would align and connect students to one of the 16 career clusters. Again, the K-12 *Engineering by Design* (ITEA) curriculum is already in place.

Already, many other states (North Carolina, Illinois, Arkansas, Utah, and South Dakota) are partnering CTE with the Technology Education programs to provide a pathway from the middle grades throughout the senior year in high school in preparation for the post secondary level. In short, 1'd like to make the call for Perkins IV funding of middle school and high school Technology Education as a program area. Thank you for your consideration.

K. Scott Kutz
Westlake High School
Engioneering & Technology Education Department
STEM, Pre-Architecture, Pre-Engineering & Pre-Design Studies
27830 Hilliard Blvd.
Westlake, OH 44145
(V) 440-899-3075 x2041 (direct line)
(E) www.kutz@wlake.org

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

October 23, 2007

Vanguard-Sentinel Technology Center
9:00 a.m. to 12:00 Noon

ORAL TESTIMONY

(5 minutes each, in order)
Three (3) Testimonies

RICK TURNER

Apollo Career Center
(See attached supplement, provided in writing)

I'm Rick Turner, Director of Adult Programs, Apollo Career Center in Lima. I've been working quite a bit with State Representative Matt Huffman, and Senator Keith Fabre. They've created the West Central Ohio Caucus. We had a manufacturing summit on August 9th and invited almost 100 manufacturing employers from 11 different counties in west central Ohio with the whole idea of bringing up the skills of the incumbent worker. State Representative Huffman's whole idea is that you take very low-skilled or semi-skilled workers and bring their levels up. Give them hard technical skills that they need to do the job everyday and make them successful, make their employer successful and thereby creating a pathway for them to go through the university system by granting college credit for that. Then that also makes a pathway for your next generation of people coming out of the career centers and the two-year colleges, so that we have a complete seamless system. So given what I have heard from the bulleted points from Dr. Shibley this morning, I think that concept meets a lot of the criteria that was outlined this morning in Perkins IV. From what I know, the adult workforce education formula is based solely on disadvantaged students, and I would ask you to consider incumbent worker training as well.

DAWN WETMORE

Owens Community College

Good morning, my name is Dawn Wetmore. I'm the Dean of Academic Services at Owens Community College, and a proud member of the Northwest Ohio Tech Prep Consortium. I've been the liaison to the Northwest Ohio Tech Prep Consortium for the past four years under the excellent direction of our Executive Director, Nancy Pietras. In Toledo, we have basically one college, Owens Community College. It has two campuses, one serving the Toledo area population, and one serving the Findlay population. The new plan that's based on the economic development regions will result in a split of the Owens Community College current Tech Prep consortium into two consortiums: one

serving Toledo/Perrysburg campus and another serving our Findlay area campus. The Owens Community College faculty and administrators who are now currently involved in Tech Prep will now have to attend two consortium meetings instead of one. This will result in a loss of work time and increase in travel cost to those individuals who will now have to attend more meetings at greater distances. While we could designate additional individuals on each campus, this again (limits) who could participate in the Tech Prep consortium meetings in each campus and in each economic region and will result in an increase in loss of work time for those individuals**.** While I recognize that the final decision to locate the consortia into the 12 regions has not been made, I would like to respectfully request that consideration be given to colleges that have campuses in two different economic regions be allowed to participate in one Tech Prep consortium rather than splitting into two separate Tech Prep Consortiums. Thank you.

KEVIN MCCANN
Toledo Public Schools
(See attached provided in writing)

Perkins IV Public Testimony
October 23, 2007
Vanguard-Sentinel Technology Center
Fremont, Ohio
Kevin McCann
Career Techno logy Director
Toledo City School District

Good morning. My name is Kevin McCann. I am the .Director of Career Technology for the Toledo City School District. I am here to testify on the Ohio's Perkins IV Five Year State Plan.

I would like to start my testimony by commending the internal and external groups that helped put this plan together. I am sure that it has taken a great deal of effort to get this document to this point and I thank all who have been involved. It is obvious to me that much thought and effort went into this planning document. There is much in this plan that I agree with, but because time is limited I want to focus on several areas of concern.

This plan requires the existing College Tech Prep Consortia to consolidate down into 12, which align with Ohio's 12 economic development regions. I understand that from the Governors, the Ohio Department of Education and the Ohio Board of Regents views this looks like one is building efficiencies into the system. I ask you to look at this situation from a different perspective, that of local schools districts. We rely on the College Tech Prep Consortium to provide services to our teachers and students. This requires relationships to be built, conversations to be had, information to be disseminated between the consortium and the local districts. In Northwest Ohio this plan proposes a consortium that is 125 miles from one end to other. This will require a main office and two satellite offices. This proposed region will require the splitting of CTPDs between consortia. College partners will be split between consortia. This plan ignores that there existing organizations that have different geographic boundaries and the fact that the bigger an organizations get the more bureaucratic and less responsive it becomes. This is part of the plan that still needs work to ensure that districts will be provided with outstanding educational services and that consortium staff are not spending enormous amounts of time dealing with huge geographic areas and larger internal organizational structures.

This plan also introduces the concepts that all Career Tech programs will become College Tech Prep Programs, consortia will provide services to all Career Tech students, CTPDs will loose 3% of their secondary money, and 3% of the remaining secondary money will be earmarked for College Tech Prep activities. The underlying flaw in this part of the plan is two fold. First you have increased the workload of the consortia with very little additional resources. Secondly the money that is being earmarked and decreased from the secondary allocation is currently providing essential services for local career tech programming. This is a classic example of being asked to do more with less. What usually happens in this type of situation is you get less with less. Where are the efficiencies being built into the system that will save us money? If there are none then districts will have to disinvest in current activities. In Toledo we do not look at Perkins dollars as funding luxury activities. What we spend these monies on are essential services for our students. This plan will cause us to make cuts in services to our students.

Teacher preparation and licensure is an important component of the Perkins plan. There is an essential piece missing in this section of the plan. The plan states that this is a "collaborative effort of the Ohio Department of Education and the Ohio Board of Regents." The part that is missing is the third leg of the stool, the local CTPDs. We are the end users of this process and we need to be part of the planning. Please add Local CTPDs to this collaborative effort!

I applaud the concept of allowing Perkins dollars to fund initiatives as far down as the 7th grade. Career development should at least start there if not sooner. I become concerned when the plan discusses dropout prevention and academic success before the students become Career Tech students. This is not the responsibility of career tech this is the responsibility of our academic colleagues. Do not place this burden on our shoulders by using Perkins dollars when our academic colleagues should be addressing this issue with their resources. If they are career tech students we should be assisting them with their academic success and helping in dropout prevention. Let's not forget who has the **primary** responsibility for teaching core academic subjects.

As a final thought there are many changes in the Perkins IV plan. Some of the changes require additional data collection and information. Be mindful that it takes resources to gather information. Do not put districts in the position of downsizing programming or services to collect data because it will be our students that will suffer.

After all that is why we are all here, to provide outstanding Career Technical programming and services to our students. Please make sure the final plan reflects that sentiment.

Thank you for listening to my comments.

Apollo
CAREER CENTER
3325 Shawnee Road
Lima, OH 45806-1497

J. Chris Fisher, Superintendent
Greg Bateman, Treasurer
Rick Turner, Director of Adult Programs
Douglas A. Yoder, Director of High School Programs

High School Office 419.998.5008
Fax 419.998.5009
Adult Office 419.998.5005
Fax 419.998.5002
www.apollocareercenter.com

October 23, 2007

The current formula for Adult Workforce Education calculations refers only to disadvantaged students. Should consideration be given to the Incumbent Worker Training that occurs throughout Career Centers in Ohio?

Sincerely

Rick Turner

Rick Turner
Director of Adult Programs
Apollo Career Center

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

October 24, 2007

Cincinnati State Technical and Community College
9:00 a.m. to 12:00 Noon

ORAL TESTIMONY

(5 minutes each, in order)
Four (4) Testimonies

JONATHAN BROWN
Dayton Public Schools

It gives me great honor to be here today to present some information on our concerns as a large urban school district within the Miami Valley Tech Prep Consortia. I am Jonathan Brown, Associate Superintendent, STEM Initiatives of Dayton Public Schools, where Dr. Percy Mack is the Superintendent.

I want to give you some background information about Dayton Public Schools. We are a very large urban district. We have approximately 79.5 percent of our students graduating, as indicated on the report card. Also, of the eight math indicators, we've increased to seven of those eight math indicators, according to our last report card as well. We have, in addition to that, a large number of charter and community schools residing within the boundaries of our public school system, which stretches our financial stability and services as a district as well. I wanted to give you that information as a background so that as I continue, you'll have a clear picture of what some of our concerns are. We have also 94 percent of our students enrolled in workforce development programs that are economically disadvantaged. In addition to that, we currently have 192 Tech Prep students, an 82 percent increase from last year. Our projection is that we will continue to increase. Of our graduating students, 30 percent go on to college; however, approximately 40 percent of those students attend Sinclair Community College. These are background facts that we wanted you to have prior to talking about the draft.

There is a strong partnership that exists between Dayton Public Schools and Sinclair Community College. There is a shared interest in preparing urban students to be economically competitive within our region. The Miami Valley Tech Prep Consortia is the vital link with this partnership. In 2010, Sinclair Community College, as well as Dayton Public Schools, will open our new career center with the goal of retaining every student in a six-year pathway of career and academic study culminating in an Associates degree in a technical area. The director for the Miami Valley Tech Prep Consortia

serves on this steering committee for the new career center. Furthermore, the consortia has provided services, resources and staff to develop articulated programs of study and systems of curriculum and student services planning necessary to ensure these students are college ready and/or career ready as well.

Certainly, Dayton Public Schools applauds the state's desire to broaden access to Tech Prep programs and ensure that programming is aligned with the economic development needs of a region. Our concern is that without careful consideration, these efforts could prove to be counterproductive to serving the students most in need of a Tech Prep approach. Urban districts present great challenges in meeting those challenges require focus efforts and a concentrated and consistent level of resources. Dayton Public Schools is currently one of many schools within the large consortia. Aligning the Miami Valley Tech Prep Consortia to one of the 12 economic regions could possible stretch their resources and even further significantly reduce the impact they are able to have on our students. Last year approximately 50 percent of our Tech Prep students qualified for a Sinclair scholarship, and the next two years we plan for 100 percent of our career-tech programs in the district to be Tech Prep.

At this critical time, we need even stronger collaboration efforts with our Tech Prep partners, so we ask the state as you look to extend the reach and the mission of individuals of individual consortia, you also ensure that you have provided the resources, teacher certification, support and funding – particularly (addressing) our concern with regard to access to services by charter and community schools, funding needed to expand their capacity as well. We thank you for your time and consideration and we look forward for more dialogue with this body.

TIMOTHY D. NOLAN

Greater Cincinnati Tech Prep

(See attached supplement, provided in writing)

FRANK DEPALMA

Montgomery County ESC/Miami Valley Tech Prep

Thank you. While I am superintendent of the Montgomery County ESC, I've been part of the Miami Valley Tech Prep Consortium advisory board since its inception some 15 years ago when I was then superintendent of the Centerville City Schools.

While I make three comments, I certainly appreciate the first two speakers and support their points of views.

- Number one, the Miami Valley Tech Prep Consortium is very proud of what we do. We will put by any measure what we do up against anybody else in the state and anybody in the country.
- Number two, because of that our member districts are concerned about the redrawing of the boundaries. If you want to add geography that is one thing, to take people out of the current geographic boundaries presents another problem.
- Number three, we're very concerned about the reallocation of funds.

Let me go back to the consortium itself we began 15 years ago. Then president of Sinclair, Dr. David Palnos, made superintendents in the area a simple promise – that this was a good thing, it's hands on, and would get more students better trained who normally would not go onto college. Whether they enter the workforce or go to college, they will be better trained, and they'll have a better life. We bought into it, and over the last 15 years, while Perkins dollars have supported the general administration of the program, Sinclair and member districts every year chipped in another 90 to 100 – over 100 thousand dollars to make sure the articulation agreements, the partnerships with the college professors, high school prep professors were done correctly and we've supported Sinclair in articulating with the four-year institutions so that those that got a two-year degree can right seamlessly onto the four-year.

Let me mention two other things in regard to the geographic area.

- Because of our partnership, about 500 thousand dollars a year of college credit is currently earned through our consortium by juniors and seniors currently in high school that year. In addition to that, to show Sinclair's commitment, they put out 500 thousand dollars worth of scholarships every year to students coming out of the high schools and going to Sinclair to complete a two-year degree in their course of study. That's a strong commitment. Because of the quality of the programming and because of the scholarship availability, those of us that are currently in the Miami Valley Tech Prep Consortia do not want to move out in any type of geographic realignment.
- Number two, while the current Perkins funding provides a large chunk of our operational expenses, we do supplement that as member districts and Sinclair supplements that. To take away the funding that has been static for several years will weaken our consortium.

So we ask the department, as you look at the important decisions that you have to make, to keep the geographic implications in mind and that you least retain if not increase the funding to those Tech Prep consortiums that have proven that they are successful that are already moving a large number of high school students into Tech Prep programs out to two and four-year institutions. We think we are certainly achieving the goals that you want us to achieve. Please do not make us more mediocre by making changes that could come out of your deliberations. Thank you.

MARGARET JENKINS
OSU/Clermont County

Thank you for providing me time to speak. When I looked at the new draft, one thing I noticed that was missing was family. Society in Ohio depends on two things for its continuance: work and family. Let's think about that.

In Ohio we have taken those types of the family topics out of the classroom. It is in – I think we spoke earlier that it is still included – in the Perkins (plan). I would like that we, and others would like that we, include the family back in. I have taught for 30 years in Cincinnati Public Schools in Work and Family Life and I transition into working with Ohio State Field Office. I am the Director of the Clermont County office currently. I teach right now court-ordered parenting in our county. Court-ordered parenting. I work with the probation (staff) and the judges in the county. I also work with the family nutrition program in the county and the expanded food and nutrition education program in the county. The work of the family is important to the success of the work outside of the family; it's the old chicken and the egg. I would like Ohio to think out of the box and think about family and the decisions families make. Perhaps we could think about it this way, I consider Family and Consumer Sciences soft engineering. Its sits very well with STEM; it's a foundation. Again, please think out of the box; we have to think holistically – not with tunnel vision. To close, I would just like to quote Ohio Lieutenant Lee Fisher, who recently stated "Workforce development and economic development begin with a loving and wise parent and a nurtured and loved child." When we talk about job training or workforce development we should begin with the most important job in the world: the job of the parent. More than anything else, helping moms and dads be great parents will make Ohio grow and prosper. Thank you for allowing me to speak.

Public Hearing Perkins IV Written Statement
Timothy D. Nolan, Tech Prep Advocate
October 24, 2007

Thank you for the opportunity to share my expertise and remarks about the proposed Perkins IV Plan for the State of Ohio and in particular the Tech Prep section of this blueprint. .

Although I do serve the Greater Cincinnati Tech Prep Consortium as its director for the past eight years, I am here today not about job security or certainly not representing the divergent views of Ohio's largest, most complex and diverse consortium. Notwithstanding, I am here today as a seasoned, experienced practitioner and Tech Prep student advocate, especially for the Perkins target populations, whom we need to serve and honor. My views emanate from my life experiences and my professional expertise:

Foster father of 60 children
Forty-one years experience in secondary and postsecondary education
1990 Ohio's College Teacher of the Year
Award winning researcher and author in technical education curriculum
2005 Perkins Humanitarian Award winner from Ohio (ACTE)
Former Council member of the National Career Pathways Network
Current Board member/director of Professional Development of NATPL
Educator who has worked in every one of Ohio's 23 consortia
Designer and Presenter of the highly evaluated Tech Prep Summer Academy

Systemic Issues

Three major systemic issues are crippling Ohio and its educational program effectiveness.

1. The lack of a statewide student tracking system continues to impede consortium operations as we fail to collect the critical data needed to assess practices and influence informed decision making. Without this system, this Perkins plan will be managed with inaccurate data and faulty logic. This tracking system must include entry into the workforce as well because that is our ultimate goal.
2. Ohio needs to create and implement a statewide Dual Enrollment policy and system. This policy should be championed by local P-16 Councils and assist in bringing Ohio from its 39th place nationally in educational attainment and 4thin college expense into the global competitive marketplace.
3. Ohio's antiquated and cumbersome teacher licensure and certifications noted by *USA Today* as excessive and burdensome must be overhauled. Innovation and interdisciplinary STEM careers should not be controlled by obsolete processes. For example, dynamic professional development with industry externships should be required for high school biotechnology teachers who are already highly qualified science teachers --not making them take outdated graduated classes in career technical education.

With these three barriers removed or averted, the Perkins IV Plan along with other initiatives will be able to measure their program outcomes and effectiveness accurately.

Components in the Draft
We are setting ourselves up for failure if the following three components in the current Perkins IV Plan are left unaddressed or unchanged.

1. In the Performance Indicators (TP 3 and 4 pages 86 and 87) regarding "normal time," Ohio must ardently articulate its definition of normal time. This denominator ignores the typical two year waiting list for some health programs, the nature of our students who work full and part time while going to college, and especially the family or economic situations of our students who overcome major obstacles to degree attainment. In fact, it smacks of classism and even racism. It is imperative that Ohio define its own timeline for our Tech Prep students, not using some federal statistic.
2. Tech Prep should NOT be relegated to a service center delivery modality or worse yet a status that some students can achieve and others can not. Tech Prep must be defined and delineated as the program for Ohio's "Future Talent Pipeline" to achieve economic recovery and workforce development. Tech Prep must coordinate the systemic curricular processes with multiple benchmarks and standards all coalescing within a program emphasis. Each year, like *School Counts* and *College Now* programs in Career Pathways, students must earn or achieve annual benchmarks and goals. This strategy addresses the key cause of failure and retention among our students: their inability to set realistic long-term goals and their dropping out of college for non-cognitive factors. Sedlachek at University of Maryland identifies these issues in his college retention research. In essence, keep Tech Prep as a program with clear, data-validated performance requirements at regular intervals, not some GPA at the end of grade 12.
3. Most importantly, the heart of College Tech Prep must remain centered upon developing and implementing innovative STEM career programs in every high school in Ohio. Tech Prep should be the vehicle to respond and accomplish the 2006 Science & Mathematics Education Policy Advisory Council's report *Science and Mathematics: A Formula for 21stCentury Success.* Tech Prep will drive Ohio's economic recovery as it educates Ohio's future Talent Pipeline for STEM careers. The recent and local Amylin Pharmaceuticals ODOD scenario illustrates why STEM companies will choose Ohio and create hundreds of bioscience technical jobs. Watering down Tech Prep or indicating that all CTE will become Tech Prep dilutes its impact and politically hamstrings this educational reform movement. Nothing is good for everyone. STEM career programs should be offered in every school, not having to be limited by the territorial and funding struggles between career centers and their associate schools. Tech Prep should not be owned by one partner, but the collaborative voice and initiative for STEM careers and workforce development for all Ohio's economic regions and citizens.

Thank you again for the opportunity to share my experience and researched recommendations for changes that should drive the Perkins IV Plan for the next five years.

Sincerely,
Timothy D. Nolan

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

October 25, 2007

Delaware Area Career Center, South Campus
9:00 a.m. to 12:00 Noon

ORAL TESTIMONY

(5 minutes each, in order)
Four (4) Testimonies

MARY BETH FREEMAN

Miami Valley CTC
(Oral with emailed written version provided here)

The MVCTC has made a true commitment to the mission of career technical education as defined in the Perkins IV draft. Serving 27 districts in 5 counties and as many as 35 districts with open enrollment, quality programming which meets the future needs of our students, is paramount. Our district has made true commitments to Tech Prep, dual enrollment, apprenticeship, STEM, and infusion of technology in all aspects, including a laptop for all students. A number of years ago we committed to a professional development coordinator's position, aware of all the support necessary for staff to incorporate best practices. We have writing across the curriculum, literacy initiatives, senior projects required of all students and most recently have offered true inquiry based learning workshops, another research based strategy to take the concept of relevance to the next level. All our programs align with the program of study and tech prep philosophy which supports the belief that rigorous academics must accompany the career technical standards. Twenty-five of our 50+ programs are tech prep programs. Over 150 partnerships with business and industry and over 50 post-secondary articulations/dual enrollment opportunities exist for students. Consistently, MVCTC receives state and national accolades for its work, most recently receiving the National Tech Prep Hull-Parnell Partnership Excellence Award. This list is not an exhaustive list but it demonstrates the work our district and our tech prep consortium have committed to.

The following indicates areas of support, concern, or need for further clarification regarding the Perkins IV draft.

II.A.2.a and IV.B.2.h
The MVCTC supports the more rigorous curriculum which addresses all components of rigor, relevance, and relationships. In particular, the technical, academic, and workforce readiness are necessary for all students to be prepared to enter post-secondary and the workplace. This belief aligns

with the development of Programs of Study including the necessary academic courses to support success in any pathway.

The Program of Study is supported by MVCTC and we believe the direction necessary to meet the needs of the student and to maintain consistency in defining the outcomes for students. Questions and points of clarification surface when we talk about a Program of Study for all tech prep pathways and the statement all students enrolled in workforce development will be tech prep students. MVCTC supports the belief that any student enrolled in a workforce development program should follow a rigorous program of study, just as those in a "sanctioned" tech prep program.

What impact does the draft language in Perkins IV have on programs where there is not a direct pathway into the Community College? Currently only those students in programs who can matriculate to a corresponding pathway at the Community College level can be designated as tech prep. For example, we have a Pre-Vet Tech program, we are redesigning our Ag Academy to align with the new national, state and CASE standards, and we are beginning to develop a GIS program, all programs which meet the rigor, relevance and relationship expectations. None of these pathways exist in our within our consortium options. If a student is in a program with no direct pathway to the consortium's post-secondary opportunities, how are we defining tech prep? If a student is "tech prep" in one of these programs what does that actually mean? With the requirements of tracking tech prep students after high school, how will these students be tracked? Currently high school student data is required to be submitted at the consortium level to track. To whom would this be submitted so that all kids are counted? Is EMIS prepared to accept and manipulate data to do everything stated in the Perkins IV draft?

Tech Prep has been defined as those pathways which include both technical and academic competencies. On slide 12 of Dr. Shibley's presentation, we would like to suggest the inclusion of technical skills in the student box.

VI.B

Using Ohio's Perkins dollars at a 3% rate statewide is a logical investment but administering it through the Tech Prep consortia vs. ODE or OBR would lose statewide consistency, which we understood as the state goal.

MVCTC understands and supports the elements behind the need to use 3% of the secondary Perkins allotment to support a) program of study b) the Tech Prep guarantee c) student preparation leading to high school graduation, rigorous courses, post-secondary aspirations and non remediation in higher ed d) technical skill assessment and e) instructional support through professional development.

Question: To who is the 3% being given and will the "plans" be developed within each consortium or will there be a statewide plan with consistent assessments and identified levels as to how we define "remediation free?" We understand the goal to be for any student to be remediation free no matter what Ohio post-secondary institution they attend. If the plans are limited to the consortium region, we have are not meeting the criteria to be remediation free at any Ohio college. As we read the language it does not communicate a statewide plan which would be in contrast to what has been understood as the goal.

If this is centered on the need for secondary readiness to the post-secondary / community colleges, what is the purpose behind the use of the 3% from Adult Ed and if 3% is given from Adult Ed to community colleges, what role do you see Adult Ed playing in the plan? How will this impact Adult Education when we transition to the Ohio Board of Regents and the University system as legislated to occur in January 2009? *Although Dr. Shibley addressed this, it still remains in a nebulous context. Further clarification needs to be considered and it is critical that the Adult Ed personnel be represented at the table.*

Aligning the Tech Prep consortia may make sense in leveraging money for economic development but in the case of the Miami Valley Tech Prep consortium, it could slow down the success of progress. Areas where the consortia have supported with resources and investments would be split and support would not be available. When looking at impact on students, concerns surface in the support that has been given in the way of scholarships to students. Students will want to travel to a community college which is within a specific geographical distance and this realignment would change that. If students are in regions where the community college is not within reasonable distance, what was once an incentive (scholarship) is no longer a reason to follow the prescribed program of study, which is also a goal of the plan. The MVCTC would like you to consider the advantages when the student needs are the focus beyond the internal politics.

In the development of alignment for Tech Prep consortia, we would suggest consideration to maintaining consortia who are currently meeting identified criteria. Those not meeting expectations would follow a plan for realignment.

Also, looking at the tech prep guarantee, what support will be given to the CTPD lead districts to enforce and monitor the elements as written in Perkins IV?

Thank you for the opportunity to share these thoughts on behalf of the Miami Valley Career Technology Center.

BILL WITTMAN

Tri-County Career Center

Good morning. I really appreciate the information provided by Miami Valley, and I appreciate their view point on this. I believe as Superintendent of Tri-County that there are differences in all our career centers throughout Ohio.

I have real concern with the Tech Prep guarantee. I think it is window dressing for the Feds, and I urge Jennifer Stewart to go back to the State Board and reject this portion of the program as outlined in the vision. I do not think – and this is my personal opinion and perhaps the opinion of other superintendents – that ODE leadership is listening. We had a meeting last year about this same time with business community leaders. Dr. Shibley was there. They said overwhelmingly, don't fix what isn't broken. Yet, we tend to continue to tool, continue to try and upgrade. And I am all about challenges, I'm all about quality, and we are (about these things) in all of our career tech centers. But by putting this label on us or putting these criteria on our centers, we are actually destroying opportunities for students.

We need to be able to provide success for ALL students. I do not believe when we have individual education plans for over 40 percent of students in my center and similar numbers in other centers that we will be able to do that and provide them with a Tech Prep certification, licensure whatever and in whatever area. The articulation or the flow through process as Mary Beth indicated from what we are doing in workforce development can't be continued in many program areas, that hasn't been thought out. We need to be more realistic about what we are doing and what we can do. I do not believe there are recent practitioners in ODE who are joint vocational school superintendents or career-tech education superintendents, but I invite them to come to my building to see what we really have to deal with – 50 percent of the students coming to our center have not passed the OGT. Students that come to my center who are juniors can't read at a sixth-grade level. Students who come to my center who have a high degree of social economic baggage and a lot of other issues; 60 percent of them are on free- and reduced-price lunches. Not only are we dealing with the OGT, but we are dealing with the (Ohio) Core. We have a lot of issues to deal with, and if you have a new building project in the works, that is another issue. It all comes down to time, money, personnel. In my building I have just three administrators (myself, my high school principal and my adult workforce director), for almost 500 high school students and 1,500 full and part-time adult students. We don't have the resources or the manpower to do that, nor do we have the money. So, if you are going to put your money where your mouth is, give us the money to hire additional staff to create Tech Prep programs throughout; if that is the way I understand it, then that's fine. But we are going to need twice as much money as we have now, and we don't have it. And if you're not going to give it, you're not going to give it. Everybody is going to get what they've been getting with the budget increases we get from the State that are meager each year. So you always have to continue to do more with less, rift people because programs diminish. High school affiliate programs out there don't want to send there students to us because they are loosing money when they do that. I have eight affiliate school districts in my region with declining enrollment. But I've been able to maintain or improve some our enrollment, which means that we're doing a pretty good job in the declining enrollment situation. But, that isn't going to get any better.

So my bottom line is that we already have high-quality programs, high standards for all our workforce development programs in our schools. We have four Tech Prep programs out of 18 and we're doing fine work there. We already utilize best practices. I'm not afraid of any challenges, and the federal mandates that go on with Perkins is fine. But the state regulations that you are imposing on us at this point are unrealistic, and I urge to reconsider those or Jennifer to take information back to the Board to not approve anything that has those kind of mandates in them because in five years we won't be able to accomplish that. Now I can look at this at one of two ways: I will be retired in five years, I can forget about it, but that is not me. I'm here because students need opportunities. Students need opportunities to grow, learn and be successful. Thank you.

TIM BUSCHUR

Tri-Star Career Compact

(See attached supplement, provided in writing)

RANDY RICHARDSON

Springfield-Clark County CC

Thank you for the opportunity to speak this morning. My name is Randy Richardson, I'm the Superintendent at Springfield-Clark Career Technology Center. I'm deeply concerned about the Tech Prep guarantee. We have about 12 programs that are Tech Prep and they are very successful. But I'm very concerned when we look at some of the programs that we currently have that will need to be changed to Tech Prep. We have, I'm going to give you an example of three programs that we have; Auto Services, Health and Hospitality Services and Building and Property Maintenance that are not all, but predominately, special needs populations. Sixty of those students are what I would call developmentally handicapped or CD (Cognitive Disability). One size does not fit all. Those students will learn a trade, a skill that is what they are there for; we're very successful in doing that and by trying to make that program a Tech Prep program is ridiculous. I don't know who made, it's a public hearing, I'm going to say what I want to say, who made Tech Prep God? I do not know, but someone did, and I don't know how it's going to work for everybody.

We know about 30 percent of our student population is special needs. Those kids are successful, and some of those are some of the 60 that I just talked about. We do have some that are very successful and in Tech Prep programs. If we want high program quality programs, then we will say OK fine we will not accept anyone on an IEP to maintain the high quality – that will NOT happen because parents will not let that happen. So please listen to our plight, Tech Prep is NOT fit all. Thank you very much.

Perkins IV Public Testimony
October 25, 2007
Delaware South Campus
Tim Buschur
Career Technical Education Director
Tri Star Career Compact

Good Morning. My name is Tim Buschur. I am the director of Career Technical Education for the Tri Star Career Compact in Auglaize and Mercer counties in west central Ohio. I am here to testify on the Ohio Perkins IV Five-Year State Plan.

I am fortunate to be a member of the Financial External team and as I told Raul Soto and Kathy Shibley, it has been some of the most productive meetings I have been involved with at the state level. I know a great deal of hard work has gone into the plan. There are many very good items in the plan, but due to time constraints, I will focus on several concerns.

The plan will take away 3% from each CTPD and 3% of the remaining money has to be earmarked for College Tech Prep activities. I agree with the idea that all Career Tech programs would become College Tech Prep in this plan. Students are able to reach a higher mark when they are challenged, but taking funds from us will make that difficult. I am fortunate that Tri Star Career Compact is in the West Central Tech Prep consortium with Rhodes State College. As chairperson of that consortium, I can tell you all the CTPDs are very satisfied with the services we receive. At Tri Star we do spend at least 3% on Tech Prep activities each year, but I have been cutting activities the last several years as monies have become less. A 3% reduction would mean a $3,800 cut to Tri Star. This would have an impact on us. If we are unable to visit colleges, provide professional development to academic teachers, etc. we will not get students in the career technical pathways. Five years ago Tri Star had 40 Tech Prep students, in 2007 we have over 115. The class of2006 had 62% of the students go on to post-secondary education. I know there are concerns in some parts of Ohio, but do not penalize us where it is working.

Secondly, the plan would reduce the number of Tech Prep consortiums to twelve, aligning them up with the twelve economic development regions. Personally, this would not affect Tri Star since our consortium would remain the same, but after talking to administrators from career centers, comprehensives and compacts, many feel this would not work as well as the current system. The concerns are large consortiums, lose current relationships, splitting of CTPDs and disseminating information. Many do not feel bigger is better in this situation.

Lastly, there are concerns about community schools and how they fit into the plan. With many urban schools losing students to charter schools, community schools etc. this needs to be well thought out item. Everyone needs to meet the same criteria and have the same expectations.

As the plan is finalized we need to continue to do what is best for Ohio's students. Thanks you for your time and consideration.

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

October 26, 2007

Shawnee State University
9:00 a.m. to 12:00 Noon

ORAL TESTIMONY

(5 minutes each, in order)
Three (3) Testimonies

SARA DEATERLA

Scioto County Career Center

I'm Sara Deaterla from Scioto County Career Technical Center here in Scioto County. When I walked into the room with having pre-read the draft, I did have a lot of concerns, but I think most of the concerns have been relieved after hearing the discussion. I do want to reemphasize some of those.

We, at Scioto County JVS do support rigor accountability in the pathways. We do support those, and are currently doing those. We also support the portion where the local recipients can develop their own local POS using the state criteria, and also able to negotiate performance levels based on the needs of the community. We do have a concern that we have no community college in our area and it has proven too difficult to get articulation with a partner university, but we are glad to support the fact that an adult education apprenticeship is considered an articulation agreement, because we are doing very much with our folks here. We also know that the CT_2 will allow some of this to be occurring as well because we have articulation through adult education then through the community college program. These fears were relieved. But just to emphasize: we would hate to see a change (that would allow those) agencies (such as one-stops) to access State weighted funds for career technical programs**.** (We also hope) that community schools would have to come to the JVS to access to those Perkins funds, the three percent of our adult education money that is set to stay with us to help access the programs that go with that price.

STEVE DODGION

Collins Career Center

Steve Dodgion, superintendent of Collins Career Center. After reading the definition in Perkins' of Tech Prep and what that means to concerning that it involves apprenticeships and postsecondary non-degree education, I think we do a disservice to Tech Prep in the state of Ohio because we brand it College Tech Prep. It robs Tech Prep of its credibility, and I think it is confusing for the students and a lot of the institutions and teachers that are involved in Tech Prep. It is not just College Tech

Prep, and to my knowledge, there is no other state in the United States that brands its Tech Prep programs College Tech Prep.

The other thing that is of some concern to me, and that I would make a suggestion to the Department, is our problem (with) the 9th and 10th grade in terms of students making their decision to drop out of school. It would seem to me that the Department would begin to incentivize moving career tech hands-on programming into the lower grades by including that funding with the SF3 process. Currently we are in the 8th grade with some of our foundation's activities and we have to work out the invoicing process with the schools. At lot of times when you begin that process, they click off. It would be smooth if we could do it through the SF3 process.

MARK SCHAFF

Private Citizen

(in addition to oral testimony, also submitted an email supplement)

Thank you very much for having me speak with you today. My name is Mark Schaff, and I'm a labor economist and I am pleased to share with you positive feedback as a private citizen. I handed out materials to our leadership here today, and let me start by thanking Pat Huston for her guidance on how I should organize my remarks and handouts. You were very helpful. Thank you, Pat.

In those handouts I included a short biographical introduction so that you know something about my professional background, skills and expertise that I bring to the judgments that I wish to share with you this morning. Everything you see in the biographical introduction is accurate with the exception of the picture. I have to confess that I used the picture from an earlier time when I had much less gray in my beard. So the beard looks much younger than is truthfully the case, but the rest of the information is accurate.

I want to begin my formal remarks by sharing with you a little history that might be interesting and useful in your deliberation. I think Rick Mangini and I may be the only ones in this room that remember back in the early 80's what was then called the Division of Vocational and Technical Education, precursor to the career-technical education department that we have today at the Department of Education. That group made some very critical and important investments in something called the Occupational Employment Statistics program (the OAS program) from which we have developed our industry and occupational employment projections, and most recently, occupational wage data over time. These are pieces of labor data information that I think will be useful in the finalization and implementation of your State Plan.

I want to introduce my remarks by saying I think you are in the position now to realize some terrific informational returns on the investments made by the Department of Education two and three decades ago. So I start my remarks with a hat tip, a sincere expression of thanks as a labor economist, and quick applause for the foresight of those educators in the early 1980's investing in labor market information so that we have good indicators of future demand and wages by occupation and industry. Thank you very much. The information resource products that came out of that effort and other related efforts that are directly related to the refinement and development of your State Plan include the following items that I would like to highlight for you today. In the handouts I gave to your leadership today, I included a manual called, *What's in a Word? Perhaps Your Next Job*! This

identifies key words associated with electronic resumes actually read by employers. The research and the meaning of this tool are summarized on the insert you see right inside the page. That insert is a bar graph that says that in 2004 America's job bank, if you pay no attention to key words at all and submitted your electronic resume in the job family for instruction and extraction, you had a one in two chance that employers would read your resume. However, if you included the key word "quality", your chances increased almost 74 percent. If you included the key word "estimator," the proportion that would read your resume jumped up to about 85 percent -- 86.9 percent to be exact. If you included both key words of "estimator" and "quality," you had approximately a 94 percent chance an employer would read your resume. Electronic job searching is becoming the dominant type technique of job searching, and key words are necessary so that resumes get pass scanning software and are actually reviewed by employers. This kind of labor market information I think has direct relevance to the job placement efforts made by career and technical educators. I would like to make certain this morning that you are aware of these new tools developed in the field of labor market information.

In addition to the key words, the job development labor market information can also be very helpful to career technical educators in identifying high demand, high wage, high skill occupations (Science, Technology, Engineering and Mathematics commonly referred to as the STEM disciplines). I wanted to share with you, and is included in the handouts, some display pages from the occupational supply demand system on the Internet, available all the time without any charge, which enables you to very quickly and easily identify these high demand, high wage, high skill occupations as defined in Perkins IV. So, you now have an Internet tool to improve the productivity of career technical educators in identifying these high demand, high wage, high skill occupations and then seeing how easily it is done here in the handout with the profiles of labor market information on both the supply side and demand side. It is now really easy to identify these training resources, projected job openings, and wage data trends of these high demand, high wage, high skill occupations. In addition, we have done significant analysis of occupational skill shortages and competitive labor markets and that is shown and identified in the report here titled *Job Development, Training Investments and Targeted Industries for Dislocated Workers.* When you have a chance to review that material, you will see that we are forecasting occupational shortages for registered nurses, competitive labor markets for licensed practical nurses. That is important information for the training providers, particularly for OBMs that need to help their students prepare for competitive labor markets with more aggressive job searching techniques.

Finally, the appendix to that report will include examples from wage record follow-up information from employers, and applaud the initiative recently started by Assistant Director Barb Nicol. I conclude my remarks by asking you to please consider the recommendation of setting wage rate placement standards for adults because not all job placements are equally worthwhile, and if you have a wage rate placement standard for adults, I think you will be able to differentiate between the most successful, noteworthy and commendable placement efforts versus less commendable efforts. Again, thank you for your time.

HOCKING COLLEGE

October 25, 2007

Dr. Kathy Shibley
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Shibley,

On behalf of the Southeast Tech Prep Consortium and Hocking College, we would like to respond to the current draft of Ohio's Perkins IV Plan for Tech Prep and Career Technical Education, particularly to the issue of linking/merging consortia to align with the twelve Ohio economic regions. The current Tech Prep initiative does support the economic development of Ohio. By organizing consortia through twelve sites, services to our area will be reduced due to the vast geographic distance our region encompasses.

To appreciate our response you must first consider that our consortium is located in rural Appalachia and serves some of the poorest school districts in Ohio. In most cases our schools struggle to provide students with a basic education. We also suffer from the realities that accompany a restricted business/industry base and further exacerbate the lack of resources and support available in rural sections of our state. Small sparsely populated communities are spread throughout the area, and limited highway access further isolates our school districts. These conditions present unique problems and create barriers to providing effective regional student services as proposed in the Perkins IV Plan. Out of necessity, local involvement and control dominate and guide the daily lives of the residents in rural communities. Local relationships are trusted, valued and sustained.

Based on these local values and needs, Hocking College has worked hand-in-hand with the Southeast Tech Prep Consortium to establish and sustain meaningful partnerships within our business community and with the local school districts in our area. We have made great strides in establishing and building trust and developing effective Tech Prep programs both at the career center and in the associate schools. Hocking College faculty and business representatives consistently work closely with high school teachers in curriculum pathways and career development; articulation and dual enrollment activities; embedded professional development through collaboration; and other day-to-day classroom and program issues. Our partnerships work, and our Tech Prep program options are expanding.

3301 Hocking Parkway • McArthur, OH 45651-9588 • ph (740) 913-2200 • www.hocking.edu

The Ohio Department of Education and the Ohio Board of Regents are undoubtedly aware of the unique relationship that Hocking College has formed with our Tech Prep consortium, area high schools, business partners, and the students enrolled in our programs. All Tech Prep students who successfully complete the high school pathway are eligible to receive full two-year tuition scholarships to Hocking College. Currently, that amounts to over $400,000 in tuition assistance for our students, many of whom could not otherwise afford to attend college. Seamless pathways developed between Hocking College and local school districts also enable first generation college students easy access and a smooth transition.

Over the past eleven years we have made great strides in engaging local businesses and developing Tech Prep partnerships with our schools. We have responded to the workforce needs of our business community by initiating innovative Tech Prep programs. For example, three local high schools have implemented Project Lead The Way programs to assist in meeting the demand for employees trained in the biotechnology field. The Southeast Tech Prep Consortium and Hocking College have collaborated with Diagnostic Hybrids, a local employer, as a means of ensuring that area students are adequately prepared to meet that industry's needs.

If the current draft of the Perkins IV Plan is implemented forcing regionalization of the southeast rural consortia through mergers into the twelve economic regions, our continued progress will be impeded. Without the continued support from Hocking College and our local consortium, the Tech Prep programs at our associate schools and career center, as well as the important partnerships we have forged, will suffer. Our rural region requires local autonomy in order to grow and to thrive. While we support linking Tech Prep with economic development in Ohio, we believe a reduction in the number of consortia in the southeast region of our state will negatively impact our students and programs.

Sincerely,

Judith A. Maxson

Judith A. Maxson, Ph.D.
Provost and Senior Vice President

Linda Howard

Linda Howard, MA, MS
Director, Southeast Tech Prep Consortium

HOCKING COLLEGE

October 25, 2007

Jim Tafel, Ph.D.
Ohio Board of Regents
30 East Broad Street
36th Floor
Columbus, OH 43215-3414

Dear Dr. Tafel,

On behalf of the Southeast Tech Prep Consortium and Hocking College, we would like to respond to the current draft of Ohio's Perkins IV Plan for Tech Prep and Career Technical Education, particularly to the issue of linking/merging consortia to align with the twelve Ohio economic regions. The current Tech Prep initiative does support the ecoseonic development of Ohio. By organizing consortia through twelve sites, services to our area will be reduced due to the vast geographic distance our region encompasses.

To appreciate our response you must first consider that our consortium is located in rural Appalachia and serves some of the poorest school districts in Ohio. In most cases our schools struggle to provide students with a basic education. We also suffer from the realities that accompany a restricted business/industry base and further exacerbate the lack of resources and support available in rural sections of our state. Small sparsely populated communities are spread throughout the area, and limited highway access further isolates our school districts. These conditions present unique problems and create barriers to providing effective regional student services as proposed in the Perkins IV Plan. Out of necessity, local involvement and control dominate and guide the daily lives of the residents in rural communities. Local relationships are trusted, valued and sustained.

Based on these local values and needs, Hocking College has worked hand-in-hand with the Southeast Tech Prep Consortium to establish and sustain meaningful partnerships within our business community and with the local school districts in our area. We have made great strides in establishing and building trust and developing effective Tech Prep programs both at the career center and in the associate schools. Hocking College faculty and business representatives consistently work closely with high school teachers in curriculum pathways and career development; articulation and dual enrollment activities; embedded professional development through collaboration; and other day-to-day classroom and program issues. Our partnerships work, and our Tech Prep program options are expanding.

2101 Hocking Parkway / Nelsonville, OH 45764-9588 / phone 740-753-3591 / www.hocking.edu

The Ohio Department of Education and the Ohio Board of Regents are undoubtedly aware of the unique relationship that Hocking College has formed with our Tech Prep consortium, area high schools, business partners, and the students enrolled in our programs. All Tech Prep students who successfully complete the high school pathway are eligible to receive full two-year tuition scholarships to Hocking College. Currently, that amounts to over $400,000 in tuition assistance for our students, many of whom could not otherwise afford to attend college. Seamless pathways developed between Hocking College and local school districts also enable first generation college students easy access and a smooth transition.

Over the past eleven years we have made great strides in engaging local businesses and developing Tech Prep partnerships with our schools. We have responded to the workforce needs of our business community by initiating innovative Tech Prep programs. For example, three local high schools have implemented Project Lead The Way programs to assist in meeting the demand for employees trained in the biotechnology field. The Southeast Tech Prep Consortium and Hocking College have collaborated with Diagnostic Hybrids, a local employer, as a means of ensuring that area students are adequately prepared to meet that industry's needs.

If the current draft of the Perkins IV Plan is implemented forcing regionalization of the southeast rural consortia through mergers into the twelve economic regions, our continued progress will be impeded. Without the continued support from Hocking College and our local consortium, the Tech Prep programs at our associate schools and career center, as well as the important partnerships we have forged, will suffer. Our rural region requires local autonomy in order to grow and to thrive. While we support linking Tech Prep with economic development in Ohio, we believe a reduction in the number of consortia in the southeast region of our state will negatively impact our students and programs.

Sincerely,

Judith A. Maxson, Ph.D.
Provost and Senior Vice President

Linda Howard

Linda Howard, MA, MS
Director, Southeast Tech Prep Consortium

Ohio Carl D. Perkins (IV) Public Hearings

Related to the Five-Year (2009-2013) Plan
for Ohio Career-Technical Education

Written Testimony: Submitted by 5 p.m. EST on Friday, Oct. 26, 2007

The following testimony/comment was provided in writing via email. Numbered text (1 through 10) is considered as formally submitted testimony.

1)

From: McPherson, Mary [mailto:mcpherson@oucom.ohiou.edu]
Sent: **Thursday, October 11, 2007 3:50 PM**
To: Huston-Holm, Pat
Subject: Family and Consumer Sciences and the GRADS Program

To Whom It May Concern,
As a licensed Health Care Professional who has been active in my community and workplace, I want to extend my support to the continuation of the GRADS Program within the family and consumer sciences curriculum. As a member of my local GRADS Advisory Committee (Tri-County Joint Vocational School) I can't imagine my community and our schools without the GRADS Program.

I have been a nurse for 23 years, working with complicated high-risk pregnancies in SE Ohio. During that time I have witnessed the wonderful resource for young pregnant mothers that the GRADS Program provides in our public schools for pregnant teens. These are the kids that stay in school and learn health and parenting skills that will not only impact their lives but the lives of their children in a positive way. This in turn can only have a positive impact on our society.

Please keep our GRADS Programs going in our high schools. They are a tremendous benefit, the instructors are phenomenal with our youth and the presence of GRADS is essential to nurturing young teen-age parents in Ohio.

Sincerely,
Mary McPherson, RN,C
Ohio University College of Osteopathic Medicine
Community Health Programs
Room 060 Grosvenor Hall
Athens, Ohio 45701
mcphersm@ohio.edu
740-593-2481
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2)

Received at 5 p.m. Oct. 26, 2007, from Mark Schaff as a supplement to his Oct. 26, 2007, oral testimony:

Testimony of Private Citizen Mark J. Schaff (Labor Economist) about the Second Draft of the State Plan, Carl D. Perkins Career and Technical Education Act of 2006, on Friday, Oct. 26, 2007:

Over the past thirty years, the Division of Career and Technical Education of the Ohio Department of Education invested in the development of new labor market information products of the Ohio Bureau of Labor Market Information (BLMI), which helped with the development of the Occupational Employment Statistics (OES) program and the occupational and industry employment projections to guide educational and training programs. As further enhancements to labor market information products, the Ohio BLMI can now offer career and technical educators occupational wage data trends and other new information resources to improve job development efforts and increase the economic returns to training investments.

For example, the Perkins IV state plan for Ohio may choose to improve job placement services by taking advantage of new, applied research from the Ohio BLMI about keywords for resumes, reported in the new job search manual, *What's In A Word? Maybe Your Next Job!* at http://lmi.state.oh.us/research/Research.htm. Further, as a tool to quickly identify the high demand/high wage/high skill (DWS) occupations emphasized in the Perkins IV legislation, the Ohio career/technical education program planners may wish to utilize the DWS sorting option in the Occupational Supply/Demand System (OSDS) at http://occsupplydemand.org. Occupational skill shortage reports in the research file of the LMI Classic web site (at http://lmi.state.oh.us/research/Research.htm) identify both occupational labor markets with skill shortages and competitive labor markets with more job seekers than job openings. I recommend that the career and technical educators consider my recent forecast in the LMI Classic web site research file of a developing, competitive labor market in Ohio for licensed practical nurses (LPNs), and help LPN trainees prepare to carry out aggressive job searches in response to my forecast of a competitive LPN labor market in Ohio.

In closing, I wish to commend the new initiative of Adult Vocational Education (under the aegis of Assistant Director Barb Nicol) to develop program follow-up reports based on employer-generated, wage record reports. As a final suggestion for improvement in the developing state plan for Perkins IV, I recommend the development of a wage rate job placement standard of performance for adult career/technical programs. This recommendation results from the fact that not all job placements are equally worthwhile in economic terms. Especially for adults, we need to develop and meet some consensus wage rate job placement standards, in my opinion. Thank you for the opportunity to offer these suggestions.

Respectfully submitted,
Mark J. Schaff, Labor Economist, Private Citizen
7461 National Road, Pataskala, Ohio 43062
Home Cell Phone No. 1-617-279-3456
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3)

From: CARRIE JOHNSON [mailto:JOHNSC11@odjfs.state.oh.us]
Sent: **Wednesday, October 24, 2007 3:23 PM**
To: Huston-Holm, Pat
Subject: Support funding for Family and Consumer Science/ GRADS Programs

To Whom It May Concern:
I am writing today to express my support of the Perkins IV funding for the local Family and Consumer Science/GRADS program in Southeastern Ohio. As a member of the GRADS Advisory Committee I feel that the skills that students learn from the Family and Consumer Science program help them to become successful members of our community.

Sincerely,
Carrie Johnson, RN
Teen Pregnancy Prevention Coordinator
Athens County Department of Job and Family Services
184 North Lancaster Street
Athens, OH 45701
Phone: 740-592-4477
Fax: 740-593-6373
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4)

Received 7:20 a.m. on 10.26.07

MBeverage@Lakelandcc.edu

October 25, 2007
Dr. Susan Tave Zelman
Superintendent of Public Instruction for the State of Ohio
25 South Front Street
7th Floor
Columbus, Ohio 43215-4138

Dear Dr. Zelman:
I am writing in regard to the proposed Carl D. Perkins Career and Technical Education Act of 2006 Five-Year State Plan, now in its second draft. While I am cognizant of the need to elevate Ohio's system of public education and am largely in agreement with Governor Strickland and Chancellor Fingerhut's vision to create a K-16 system of public education to accomplish that task, there are some items of concern, particularly the language that relates to redefined, and/or consolidated consortium service areas.

The Lakeland College Tech Prep Consortium has long been the standard of excellence in Tech Prep in Ohio, having won numerous awards on the national, state and local level, and demonstrating consistently high performance in all state-defined performance measures. The last data set issued in

June 2006 showed that the Lakeland consortium performed at a level above the mean in 5 out of 6 performance indicators, and ranked 3rd out of the 11 medium-sized consortia.

Historically the consortium service area has included Lake, Geauga, and Ashtabula counties, which include 4 Career Technical Planning districts and the 35 high schools that feed into those districts. Lakeland Community College has served as the fiscal agent for the consortium since the consortium's inception, and has hosted Governing Board and other meetings of Consortium stakeholders, and has provided office space for consortium staff, as well as classroom space on campus for 6 secondary programs. In sum, Lakeland has made a strong and consistent commitment to the consortium, and the consortium to Lakeland.

I understand that the language that the proposed redefined consortium structure mirroring the 12 Ohio Department of Development Economic Regions has been removed in the second draft of the document, a change that I am heartened to see. While I am not averse to change that will align with the goals of the Governor and Chancellor and I am not in favor of blindly adhering to the status quo, I do have some areas of concern as they relate to consortium restructuring in The Plan that I would like to bring to your attention:

1. In the past, significant energy and resources have been devoted to branding Tech Prep as an education initiative, and locally Lakeland College Tech Prep as a quality educational option to students, parents and other stakeholders. If the Perkins plan includes merging the attributes of Tech Prep into all of career and technical education, will this have a negative impact, or a diluting effect, especially on business partners who have perceived Tech Prep to be a higher-end educational option and therefore will our students be more attractive to them?
2. In the larger, redefined service area if there is only one fiscal agent, where there were formerly three, will there be incentives that will allow structure and presence of Tech Prep at the former postsecondary institutions that will allow for adequate levels of service to all stakeholders?
3. Aligning to the Department of Development regions is philosophically a rational and logical idea, but does not make operational sense for Tech Prep in Ohio.
4. Will aligning to a new super-consortium mean that the resources and efforts over the past 12 years to brand Tech Prep as a distinctive, high-end career and technical program, and the Lakeland consortium as a quality program either, or both, disappear in favor of other nomenclature?
5. The weighted revenue distribution for students who fall below the poverty line (70% in FY 09 and FY 10 in the latest draft) may have a chilling effect on a consortium's ability to help ALL students, especially if in counties, such as Lake and Geauga, economically disadvantaged student populations are very low.
6. This transition is on an over-ambitious timeline, with implementation set in the latest draft to begin in FY 09. There are no details addressing implementation issues that have been clarified and the final iteration of the plan will not be ready until April 1, 2008, which leaves an insufficient amount of time in this fiscal year. The 23 existing consortia should be funded at FY 08 levels in FY 09 to ensure an effective transition to whatever structure is agreed upon.

7. If service areas are redefined, will existing consortium stakeholders in that region be given adequate opportunity to provide input into consortium structure, governance and staffing?

I very much appreciate the opportunity to provide input into the Five Year plan and wish you well as you chart the course for the future of students in the Lakeland College Tech Prep consortium.

Sincerely,
Dr. Morris W. Beverage, Jr.
President, Lakeland Community College

cc: Jon Tafel, Vice Chancellor, Ohio Board of Regents
Nenna Davis, Tech Prep Consultant, Ohio Department of Education
Richard Eshelman, Lakeland College Tech Prep Consortium Governing Board Chair
Frederick Law, Executive Vice President and Provost and Dean of Faculty
Pat Huston, Ohio Department of Education
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5)

From: Shi ONeill [mailto:soneill@one.net]
Sent: Friday, October 26, 2007 2:08 PM
To: Shibley, Kathy
Subject: Perkins IV comments
Ms. Shibley,
I am currently IT pathway manager for the Greater Cincinnati Tech Prep Consortium and taught programming and software development for three years in a satellite school. Prior to teaching I served for thirteen years as a Vice-President of Information Systems for a hotel management company and then Director of Technology for an international hi-tech manufacturer with responsibility for a global department and a multi-million dollar budget.

In the forty years that I worked in the private sector I learned that some people are not capable of the abstract thought process necessary for certain IT careers regardless of their education. As a mother of a special needs daughter I applaud the efforts to serve all populations. But from a teacher's perspective the thought of opening the enrollment to all students, especially in highly technical fields, is overwhelming. The IT pathway of Tech Prep affords those middle students who don't qualify for Honors Computer Science classes a viable option to competitively enter technical fields. My fear is that Tech Prep curriculum will have to be "dumbed down" in order to accommodate those students who are low-functioning or low-achieving, and we once again will be perceived as a dumping ground for those students who can't succeed in a normal academic environment. It is extremely difficult as it is to overcome that vocational image, to be observed as a quality option for all students seeking entry into highly skilled technical careers.

After attending the public hearing at Cincinnati State, I have the feeling that the changes are in motion and as this is a fundamental part of the new plan for Tech Prep that there is little I can do to change the direction. What I would ask is that there is a plan in place to support the teachers in maintaining a quality curriculum and to market Tech Prep as something better than the old vocational model.

Thank you for taking the time to read my concerns, and I would very much like to be considered to serve on the team that develops an implementation plan as it relates to program of study and Tech Prep.

Shi O'Neill
IT Pathway Manager
Greater Cincinnati Tech Prep Consortium
UC Raymond Walters College
9555 Plainfield Rd.
Cincinnati, OH 45236
513-604-1355
soneill@one.net
www.techprepswohio.org
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6)

From: Thomas O'Neill [mailto:oneillt@Butlertech.org]
Sent: **Friday, October 26, 2007 4:45 PM**
To: Shibley, Kathy
Subject: Perkins IV Draft Comments

Ms. Shibley,

I am fully in favor of expanding the Tech Prep model throughout the state. I can attest to the successes Tech Prep has provided for the students of Butler Tech and of Ross High School. I personally believe high school students are capable of far more than most educators expect of them. In my program at least, the higher the expectation, the greater the success. In fact, I joined the Butler Tech team seven years ago because I wanted to do something about the lack of highly skilled, highly educated individuals in the Information Technology field.

My concern with the new Perkins draft is that some schools or districts may see this as a means to start filling classes with individuals that do not have the core skills necessary to compete in a technological society. I am not talking about those categories of people deemed "special populations", I am talking about those individuals that only wish to coast through life and find situations that enable this attitude.

In both my professional business life, and in my role as an Information Technology educator, I will always give everyone a chance to learn, or enhance their learning. I would not want to see Tech Prep become a place where we no longer have a choice as to the quality and caliber of the students that are in these programs.

It is my hope that Career Tech and Tech Prep never again become what Vocational Education was perceived to be, and that was a dumping ground for students that were incapable of learning.
Thank you for the opportunity to voice my opinion,
Tom O'Neill, IT Instructor
Ross High School/Butler Tech

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7)
Received 10.26.07

awhs_teh [awhs_teh@nwoca.org]

Pat Huston
Ohio Department of Education
Office of Career-Technical and Adult Education
Re: Carl D. Perkins
"Funding support for middle school and high school Technology Education programs"
Perkins request to Office of Career-Technical and Adult Education

Request that the text of the Ohio State Plan prepared by the Ohio Department of Education to meet the requirements of The Carl D. Perkins Career and Technical Education Act of 2006 shall include statements of priorities, policies, flexibility, options, procedures, regulations etc. that are designed to provide opportunities to encourage, support, engage, connect, utilize, provide for, integrate, fund, etc., K-12 technology education (Tech Ed) programs and middle school and high school Technology Student Association (TSA) activities.

Critical to this inclusion is implementation of Ohio's Technology Academic Content Standards, and the International Technology Education Association (ITEA), Center to Advance the Teaching of Technology and Science (CATTS) Engineering by Design K-12 STEM curriculum and making the links to Science, Technology, Engineering, and Mathematics (STEM) as an integrating context for learning.

Opportunities for K-12 technology education (Tech Ed) programs and middle school and high school Technology Student Association (TSA) inclusion in the Ohio Perkins State Plan should be modeled after proven practices utilized in other states' technology education (Tech Ed) programs, and middle school and high school Technology Student Association (TSA) activities.

Rationale:
The contribution of technology education (Tech Ed) to Ohio's STEM initiative relies on content that is focused on a study of technology. Tech Ed provides opportunities for students to learn about the processes and knowledge related to technology and technological systems that are needed to solve problems and extend human capabilities.

Through the application of STEM as an integrating context for learning, the academic core becomes the set of tools students need to solve real world problems. Technology and engineering teach students to use the engineering design process of identify problems, designing solutions, building prototypes, and communicating and assessing results.

Tech Ed curriculum and instruction engages students in technology/engineering experiences that allows them to:

- Study technology as a way of understanding innovation through the use of engineering design process and context;
- Understand the interplay between technology, society, the economy and the environment;

- Develop an understanding of technology through design skills and the use of materials, tools, processes, and resources;
- Apply engineering and design principles and concepts; and
- Develop proficiency in managing abstract ideas and in problem solving techniques.

Ohio Technology Academic Content Standards feature K-12 content across three literacy areas, computer literacy, information literacy, and technological literacy and is taught by specific teachers in these specialties. They are identified as computer literacy / computer science teachers, school library media specialists, and technology education teachers.

The national office of Project Lead the Way (PLTW) recommends that local PLTW programs participate in middle school and high school Technology Student Association (TSA) activities. (TSA is one of six career technical student organizations endorsed in the federal Perkins legislation) Ohio's science, technology, and mathematics Academic Content Standards and the American Society of Engineering Education (ASEE) K-12 Engineering / Engineering Technology Standards form the basis for STEM content. Implementation of Ohio's Technology Academic Content Standards is important to successful STEM program implementation.

The need for technology education provided technological literacy, and technology and engineering STEM experiences are called for in several national studies and NCLB legislative proposals.

The National Association of State Career-Technical Directors has endorsed development of the American Society of Engineering Education (ASEE) K-12 Engineering / Engineering Technology Program Standards and is requesting support for any STEM engineering program that is consistent with these standards.

Development of STEM in Ohio needs to be a collaborative effort, and make effective use of existing resources like local technology education programs, facilities / resources, and curriculum.

STEM implementation needs to be viewed from the perspectives of STEM as a curriculum reform model strategy, STEM as a motivator of workplace issues, and STEM as providing learning experiences specific to Science, Technology, Engineering and Mathematics (STEM) Career Cluster document.

Through Ohio's participation in the International Technology Education Association (ITEA), Center to Advance the Teaching of Technology and Science (CATTS) consortium Ohio teachers have free use of the Engineering by Design K12 STEM Curriculum materials.

The Technology Education (Tech Ed) features content that is focused on a study of technology, which provides opportunity for students to learn about the processes and knowledge related to technology and technological systems that are needed to solve problems and extend human capabilities.

The National Association of State Career-Technical Directors endorsed the Engineering by Design K12 STEM curriculum as a career pathway program under the STEM Career Cluster in 2006. The Engineering by Design Curriculum materials are consistent with Ohio's technology standards.

One vision of TechEd enhancing CTE and the objectives of the Perkins IV plan is the TechEd middle school and high schools becoming launching pads for students to attend a STEM academy at every CTE school, as one example. Another vision is that every "home" school would offer an articulating series of foundation courses that would align and connect students to one of the 16 career clusters. Again, the K-12 Engineering by Design (ITEA) curriculum is already in place.

Already, many other states (North Carolina, Illinois, Arkansas, Utah, and South Dakota) are partnering CTE with the Technology Education programs to provide a pathway from the middle grades throughout the senior year in high school in preparation for the post secondary level.
In short, I'd like to make the call for Perkins IV funding of middle school and high school Technology Education as a program area. Thank you for your consideration.

Todd Heslet
Industrial Technology and Drafting Instructor Anthony Wayne HS
5967 Finzel Rd
Whitehouse, Ohio 43571
419-877-0466 ext 3774
OTEA President 2008-2010
BGSU Part-Time instructor
College of Technology
Technology Education Dept
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8)

Received 7:32 p.m. on 10.26.07

Blatter, Barbara (Granville Exempted Village Schools) [bblatter@laca.org]

I am writing to testify for the Work and Family Studies (WFS) programs to be included as an integral part of the Ohio Plan for the administration of the Carl Perkins legislation. There are 2500 middle and high school Work and Family Studies teachers in grades 7 through 12 in Ohio. This is the only program that reaches 7th and 8th graders to begin students working on career pathways and Career-Technical Education for Ohio. There are new Ohio Standards for Work and Family Studies that address current students' needs of transition from middle to high school and high school to continued education and the world of work, healthy life styles, conflict resolutions, work keys, financial literacy, and eating disorders. The Work and Family Studies programs need additional monies to fund assessments for the courses taught, to provide hands-on-learning that apply academics activities that are interfaced in WFS Content Standards, and needed additional equipment/supplies to engage students as active learners. The rigor, relationships, and relevance of WFS content is noted in two recent articles in *The Columbus Dispatch*. There are no other courses that teach about the family, child development, nutritious food preparation, and the balance of family with work like WFS does. The GRADS programs have proven their necessity in school systems by increasing the graduation rate and preventing additional pregnancies of students in the program. WFS Content Standards relate to Career Pathways to prepare students for success throughout school and their work life by teaching time and resource management plus needed relationship skills necessary for a successful life.

Please contact me if you have further questions about WFS at the address/phone number below.
Sincerely,
Barbara Blatter
Work and Family Life Teacher
Granville Middle School
210 New Burg St. NW
Granville, OH 43023
740-587-8104
++++++++++

9)

Received 10.25.07

Re: Draft 2 of the Carl D. Perkins (IV) Career and Technical Education Act of 2006, Ohio State Plan, recommendations in support of Technology Education and the Technology Student Association (Ohio TSA)

It is requested that the text and implementation strategies in the Ohio State Plan prepared by the Ohio Department of Education to meet the requirements of The Carl D. Perkins Career and Technical Education Act of 2006 shall include statements of priorities, policies, flexibility, options, procedures, regulations, etc. that are designed to provide opportunities to encourage, support, engage, connect, utilize, provide for, integrate, fund, etc. standards-based K-12 technology education (Tech Ed) programs and middle school and high school Technology Student Association (TSA) activities.

Critical to this inclusion is implementation of Ohio's *Technology Academic Content Standards*, and the International Technology Education Association (ITEA), Center to Advance the Teaching of Technology and Science (CATTS) *Engineering by Design* K-12 STEM curriculum, and in making the links to Science, Technology, Engineering, and Mathematics (STEM) as an integrating context for learning.

Opportunities for K-12 technology education (Tech Ed) programs and middle school and high school Technology Student Association (Ohio TSA) inclusion in the Ohio Perkins State Plan should be modeled after proven practices utilized in other states' CTE policies that provide significant support for technology education (Tech Ed) programs, and middle school and high school Technology Student Association (TSA) activities.

Contemporary technology education (Tech Ed) programs in Ohio serve a variety of special program missions:

1) Providing K-12 technological literacy program experiences for all students based on Ohio's Technology standards;
2) Collaborating with other disciplines and the community in providing K-12 STEM experiences for all students;
3) Providing opportunities for students to participate Technology Student Association (Ohio TSA) and related technology competitions and events; and
4) Collaborating with Career -Technical Education in providing model 7-12 programs of study experiences linked to career fields and pathway programs.

The curriculum consultants in the Office of Curriculum and Instruction could also make a significant contribution the successful implementation of the *Career Cluster Resources for Science, Technology, Engineering and Mathematics (STEM)* document.

Rationale for recommendations:
The contribution of technology education (Tech Ed) to Ohio's STEM initiative relies on content that is focused on a study of technology. Tech Ed provides opportunities for students to learn about the processes and knowledge related to technology and technological systems that are needed to solve problems and extend human capabilities.

Through the application of STEM as an integrating context for learning, the academic core becomes the set of tools students need to solve real world problems. Technology and engineering teach students to use the engineering design process of identify problems, designing solutions, building prototypes, and communicating and assessing results.

Tech Ed curriculum and instruction engages students in technology/engineering experiences that allows them to:

- Study technology as a way of understanding innovation through the use of engineering design
- process and context;
- Understand the interplay between technology, society, the economy and the environment;
- Develop an understanding of technology through design skills and the use of materials, tools,
- processes, and resources;
- Apply engineering and design principles and concepts; and
- Develop proficiency in managing abstract ideas and in problem solving techniques.

Ohio's *Technology Academic Content Standards* feature K-12 content across three literacy areas, computer literacy, information literacy, and technological literacy and is taught by specific teachers in these specialties. They are identified as computer literacy/computer science teachers, school library media specialists, and technology education teachers.

The Technology Student Association (TSA) is one of six career-technical student organizations endorsed in the Federal level Perkins legislation.

The national office of *Project Lead the Way* (PLTW) recommends that local PLTW programs participate in middle school and high school Technology Student Association (TSA) activities. Ohio's science, technology, and mathematics Academic Content Standards and the American Society of Engineering Education *(ASEE) K-12 Engineering/Engineering Technology Standards* form the basis for STEM content.

Implementation of Ohio's Technology Academic Content Standards is important to successful STEM program implementation.

The need for technology education provided technological literacy, and technology and engineering STEM experiences are called for in several national studies and NCLB legislative proposals.

The National Association of State Career-Technical Directors has endorsed development of the American Society of Engineering Education *(ASEE) K-12 Engineering/Engineering Technology Program Standards*. Ohio Perkins Plan should support pre-engineering or engineering theme programs that are consistent with these standards.

STEM implementation needs to be viewed from the perspectives of STEM as a curriculum reform model strategy, STEM as a motivator of workplace issues, and STEM as providing learning experiences specific to the *Science, Technology, Engineering and Mathematics (STEM) Career Cluster* document.

Development of STEM in Ohio needs to be a collaborative effort, and make effective use of existing resources like local technology education programs, facilities/resources, and curriculum.

Ohio's science, technology, and mathematics *Academic Content Standards* and the American Society of Engineering Education (*ASEE) K-12 Engineering/Engineering Technology Standards* form the basis for STEM content. Full STEM implementation demands integration and utilization of content drawn from all seven of Ohio's *Academic Content Standards* areas.

Development of STEM in Ohio needs to be a collaborative effort, and make effective use of existing resources like local technology education programs, facilities / resources, and curriculum;

There is a need for appropriate STEM curriculum resources and program models.

The National Association of State Career-Technical Directors endorsed the *Engineering by Design* K-12 STEM curriculum as a career pathway program under the STEM Career Cluster in 2006.

The *Engineering by Design* Curriculum materials are also consistent with Ohio's technology standards.

Career Cluster Resources for Science, Technology, Engineering and Mathematics (STEM) document was developed through the States' Career Clusters Project efforts by The National Association of State Career-Technical Directors.

Through Ohio's participation in the International Technology Education Association (ITEA), Center to Advance the Teaching of Technology and Science (CATTS) consortium Ohio teachers have free use of the *Engineering by Design* K-12 STEM Curriculum materials.

As you have a need for additional information or the clarification of points in these recommendations please let me know. The technology education teachers in Ohio wish to contribute to the successful implementation of Ohio's Perkins IV State Plan.

Dick Dieffenderfer, PhD
Consultant Technology Education
and Environmental Education
Office of Curriculum & Instruction
Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215
Vo: (614) 644-7356 Fax: (614) 387–0421
e-mail: dick.dieffenderfer@ode.state.oh.us

Life Member International Technology Education Association (ITEA)
Awarded Academy of Fellows, Ohio Technology Education Association
Life Member Association for Career and Technical Education (ACTE)
Member American Society for Engineering Education (ASEE)
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10)

Ballance, Tamara C. (Heath City Schools) [tballance@laca.org]

From: Ballance, Tamara C. (Heath City Schools)
Sent: Thu 10/25/2007 3:31 PM
To: pat.huston@oce.state.oh.us
Subject: Carl Perkins funding for FCS

As one of Ohio's 2500 Family & Consumer Sciences teachers, I am very concerned that the funding that we receive as part of the Carl Perkins Act needs to continue. This funding will make in possible for us to continue the programs that are positively impacting the youth of Ohio.

1. Family & Consumer Science is the only Career Tech program that is available for 7th and 8th graders.
2. While we presently teach financial literacy throughout our programs, we are also certified to teach the Personal Finance course that will be required of all Ohio graduated beginning in 2010.
3. Family & Consumer Science is the only program in our schools that directly addresses the problems of childhood obesity by teaching healthy lifestyles through the selection and preparation of healthy foods.
4. Our new content standards also include an entire competency on transitions which is used with both 8th graders entering high school, and 12th graders entering the military, college, or the work world.
5. GRADS, our program specifically for pregnant and parenting teens has been extremely successful in helping this at risk group of students to graduate from high school.

Please consider the positive contribution that Family & Consumer Sciences programs make in our middle and high schools. This contribution cannot continue without adequate funding provided by the Carl Perkins Act.

Thank you for your help.
Tamara Ballance
FCS Teacher
Heath High School
Heath, Ohio

Public Oral and Written Testimony Summaries with Responses

The following summaries represent categories of testimony received, an indication of volume of comment received in each category and the State response to each comment topic.

1. **Concern about Tech Prep consortia restructuring**, especially related to alignment with economic development regions. There was concern that restructuring to align with Ohio's 12 economic development regions would harmfully reduce the number of consortia and/or split consortia in ways that would disrupt already existing successful work between secondary and postsecondary institutions and business/industry contacts. There was also a desire to ensure no funding reductions for consortia. (Referenced in 11 testimonies.)

Response:
Ohio will establish a recipient-based implementation team to recommend how to implement consortia aspects of the Five-Year Plan, including how to connect Tech Prep consortia to the economic development regions. Any changes in the number of operating Tech Prep consortia will be made by senior State leadership, after considering recommendations from recipients regarding the Tech Prep infrastructure, procedures, functions and processes that they believe will lead to success of the overall Perkins Plan.

2. **Concern about the Perkins vision,** particularly related to a) transitioning all Ohio secondary CTE programs to Quality Program Standards and a Program of Study that will qualify them to be Tech Prep programs and b) having an open entry system for Tech Prep. There is concern regarding how to ensure that a) all students will be able to be successful in Tech Prep programs under an open-entry system, b) programs will maintain high standards for student work and not be diluted to accommodate a wider range of students, c) programs will continue to challenge the highest performing students while also meeting the needs of struggling students and d) resources will be available to build the capacity of teachers for working with students with varied degrees of readiness. (Referenced in 8 testimonies.)

Response:
After consultation between the State Superintendent of Education and the Chancellor of the Board of Regents, it was decided that the vision of high quality characteristics for all secondary programs and for open entry for all students into those high quality programs should be maintained in the Plan. It was deemed an important part of the State's goals for 100% high school graduation, 230,000 more postsecondary learners and a strong connection between education and the economic/workforce needs of the State. However, language was added to the Plan to more directly articulate that the Tech Prep system and all CTE efforts in the State will be expected to address and emphasize the products and services needed to ensure success for all students, including instructional support for teachers.

3. **Concern about the role of charter/community schools in Perkins activities.** There was concern that a) quality standards be maintained, including standards of size and scope and b) resources not be diluted through duplication of activities. (Referenced in 3 testimonies.)

Response:

The language in the Plan clearly states that all secondary students, including those in charter schools, will have access to Perkins-supported programs and services through their resident Career-Technical Planning District. This is consistent with state law and the intent of the Perkins Act.

4. **Objection to funding shifts and concern about earmarking of funds.** (Referenced in 4 testimonies.)

Response:
After consultation among the State Superintendent of Education and the Chancellor of the Board of Regents, it was decided that the economic distribution in the Plan was appropriate for addressing the State's goals for 100% high school graduation, 230,000 more postsecondary learners and a strong connection between education and the economic/workforce needs of the State. State leadership recognizes that a) there is a historic expectation that Perkins funds will provide significant support to secondary CTE activities; b) there must be a strong and improved effort toward higher level preparation at the middle grades and secondary levels of education in order to increase the number of Ohioans with postsecondary credentials/degrees and c) there must be an emphasis on success in our urban secondary schools/districts in order to increase the pipeline of well-prepared first-generation postsecondary learners, especially those from underrepresented groups. However, language was added to the Plan to indicate that the financial distribution would be reviewed after two-years to determine whether adjustments should be made in the later years of the Plan.

5. **Request for more money, efficiencies and control for Career-Technical Planning Districts** since expectations are so high for increasing rigor and results. (Referenced in 4 testimonies.)

Response:
Ohio will establish a recipient-based implementation team to recommend how to implement the Five-Year Plan, including the infrastructures, procedures, functions and processes that are most likely to lead to the success of the Perkins vision and to meeting or exceeding Ohio's performance indicator targets. Funding distribution remained the same in the Plan, but language was added that called for a review of that distribution in two years. (See 4 above.)

6. **Request for support of Technology Education** with Perkins dollars, including support of a Technology Education Student Organization. (Referenced in 4 testimonies.)

Response:
Regarding funding considerations:

- *No language was added to the Plan regarding Technology Education Perkins funding because such funding is limited to expenditures that a) benefit secondary and postsecondary learners who elect to enroll in career-technical education programs and b) are specifically identified as required and permissive uses of funds in the Carl D. Perkins Act of 2006.*
- *No language was added to the Plan regarding Technology Education and career-technical state weighted funding because such funding is not addressed in the Perkins Act.*

Regarding curricular considerations:

- *Technology Education is a valued partner in providing effective preparation for students in a CTE Program of Study, particularly in grades 7-10.*

7. **Request for support of Family & Consumer Sciences** with Perkins dollars, including GRADS. (Referenced in 5 testimonies.)

Response:
Language was added to the Plan to more clearly articulate that:

- *All required and permissive uses of funds as described in the Act apply under this State Five-Year Plan. These required and permissive uses of funds would allow for local recipients to use funds in support of Family and Consumer Sciences, including GRADS.*
- *All expenditures, in addition to meeting the required and permissive uses of funds in the Act, must also have supportable rationale for how they will align to the Ohio Perkins vision outlined in the Plan and impact performance levels on the Plan's performance indicators.*
- *Family and Consumer Sciences which is identified as a permissive use of Perkins funds can be included in Programs of Study as recommended electives.*

8. **Concern about Adult Workforce issues** such as ensuring that Adult Workforce Education is included in implementation planning (Referenced in 1 testimony.) and including incumbent worker training among Perkins activities. (Referenced in 1 testimony.)

Response:
Ohio will establish a recipient-based implementation team to recommend how to implement the Five-Year Plan, including the infrastructures, procedures, functions and processes that are most likely to lead to the success of the Perkins vision and to meeting or exceeding Ohio's performance indicator targets. Adult Workforce Education is included in that Perkins vision and will be included in the implementation team process.

Adult Workforce Education activities remained focused on longer-term coursework resulting in credentials or applicable to degrees. This type of programming best addresses the State's goals for 230,000 more postsecondary learners and recognizes that Ohio is building a University System that will align Adult Workforce Education with higher education. This focus on career development programming, rather than short-term, customized employer training, is consistent with past uses of Perkins funds. Ohio will continue to support incumbent worker training through Workforce Investment Act federal dollars as well as available and appropriate State dollars.

9. **Concern about need for statewide policy changes** such as:

- Teacher licensure; (Referenced in 2 testimonies.)
- Data collection; (Referenced in 1 testimony.)
- Dual enrollment; (Referenced in 1 testimony.)
- Definition of normal time for degree completion; (Referenced in 1 testimony.)
- Integration of EMIS and HEI; (Referenced in 1 testimony.)
- Emphasis on programs rather than services in the Tech Prep system; (Referenced in 1 testimony.)
- Definitions of successful Tech Prep students based on competency not GPA; (Referenced in 1 testimony.) and
- Heightened Tech Prep focus on STEM. (Referenced in 1 testimony.)

Response:

- *Language was re-focused in the Program Administration section of the Plan to put an emphasis on more flexible means for preparing teachers for licensure;*
- *Language existed in the Plan that called for the integration of the secondary and postsecondary data collection systems. The State will support those efforts as indicated in the Plan. After consultation between the State Superintendent of Education and the Chancellor of the Board of Regents, it was decided that Ohio could not do statewide data collection beyond the scope identified in the Plan. However, the language of the Plan does consider the burdens of local data collection in how performance indicators are defined and measured.*
- *Language was added to the Plan to indicate State support for a funding system that will remove financial barriers to the full participation of secondary and higher education institutions in dual enrollment/credit programs;*
- *Implementation procedures for on-time degree completion performance indicators will consider the part-time status of postsecondary learners when data collection and reporting make that possible;*
- *After consultation between the State Superintendent of Education and the Chancellor of the Board of Regents, it was decided that the emphasis on learner services in the Tech Prep system was appropriate for addressing the State's goals for 100% high school graduation, 230,000 more postsecondary learners and a strong connection between education and the economic/workforce needs of the State. State leadership recognizes that an emphasis on quality programs will not result in higher graduation or postsecondary participation rates unless coupled with an even stronger emphasis on learner success.*
- *Ohio will establish a recipient-based implementation team to recommend what Tech Prep completer criteria will be most consistent with the overall goals of the Plan.*
- *STEM and other high skill, high wage or high demand program areas are in the Plan as important criteria for development of new CTE programs in the State.*

10. **Request for "college" designation to be removed from Tech Prep brand** in order to raise awareness that the outcome of Tech Prep is credentialing and apprenticeships as well as college. (Referenced in 1 testimony.)

Response:
Ohio will establish a recipient-based implementation team to recommend the best approach to branding the Tech Prep system in Ohio.

11. **Request for consideration of labor market forces** such as competitive/shortage labor markets, wage placement standards for adults and the variety of Ohio labor market tools through Ohio Department of Jobs and Family Services (ODJFS). (Referenced in 1 testimony.)

Response:
Ohio will establish a recipient-based implementation team to recommend a) the best interpretations of the postsecondary placement definitions in the Plan and whether a wage level should be part of that interpretation and b) the best way to use labor market tools, such as those available through ODJFS.

APPENDIX B:

LOCAL APPLICATIONS AND LOCAL PLAN GUIDANCE

Carl D. Perkins IV FY08 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

Secondary

CCIP can be accessed at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&ContentID=13278&Content=44372

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.

- [ ] Provide mentoring and support services.
- [ ] Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- [ ] Prepare teachers, including candidates from business and industry.
- [ ] Develop and expand postsecondary program access including through distance education.
- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Related Goals

Expand All Collapse All

G 2) Provide Career Technical Education for Secondary and Adult Students

Description:

Performance Measure:

Fiscal Resources

Grant	Notes	2007	2008
Career-Technical and Adult Education			
Adult Full Service Center		$	
Carl D. Perkins Adult		$	
Carl D. Perkins Secondary		$	
High Schools That Work - Sites		$	
Career-Technical and Adult Education Total:		**$**	
Grand Total:		**$**	

S 2.1) Develop and upgrade programs/expand enrollment

S 2.2) Strengthen academic, career and technical skills

S 2.3) Develop, improve and expand the use of technology

S 2.4) Provide programs that address all aspects of an industry

S 2.5) Provide professional development

S 2.6) Evaluate programs and assess services including those to special populations

S 2.7) Provide services of sufficient size, scope and quality to be effective

S 2.8) Support Career education and development

S 2.9) Link secondary and adult education with postsecondary education

S 2.10) Involve and communicate to parents, teachers, and community members

Related District/Agency Plan Action Steps

Expand All Collapse All

G 2) Provide Career Technical Education for Secondary and Adult Students

S 2.1) Develop and upgrade programs/expand enrollment

AS 2.1.1) Occupational Preparation

Description:

Benchmark Indicator

Grant

Career-Technical and Adult Education

Adult Full Service Center

Carl D. Perkins Adult

Carl D. Perkins Secondary

AS 2.1.2) Marketing to increase program enrollment

AS 2.1.3) Marketing Careers and Pathways - Occupational Preparation

S 2.2) Strengthen academic, career and technical skills

S 2.3) Develop, improve and expand the use of technology

S 2.4) Provide programs that address all aspects of an industry

S 2.5) Provide professional development

S 2.6) Evaluate programs and assess services including those to special populations

S 2.7) Provide services of sufficient size, scope and quality to be effective

S 2.8) Support Career education and development

S 2.9) Link secondary and adult education with postsecondary education

S 2.10) Involve and communicate to parents, teachers, and community members

Related School Plan Action Steps

Expand All Collapse All

https://ccip.ode.state.oh.us/Funding/Sections/PlanRelationships.aspx?ccipSessionKey=633416217...

Budget

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY08 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

Adult

CCIP can be accessed at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&ContentID=13278&Content=44372

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Adult

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1A1: Technical Skill Attainment

2A1: Credential, Certificate or Degree

3A1: Student Retention or Transfer

4A1: Student Placement

5A1: Nontraditional Participation

5A2: Nontraditional Completion

Requirements for Uses of Funds.

- ☐ Strengthen academic, career and technical skills.
- ☐ Link secondary and postsecondary education.
- ☐ Provide experience and understanding of an industry.
- ☐ Develop, improve or expand use of technology.
- ☐ Provide in-service and preservice professional development.
- ☐ Evaluate programs/assess impact on special populations.
- ☐ Initiate, improve, expand and modernize quality programs.
- ☐ Provide effective services in size, scope and quality.
- ☐ Prepare special populations for economic self-sufficiency.

Permissive.

- ☐ Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- ☐ Provide career guidance and academic counseling.
- ☐ Promote education and business partnerships.
- ☐ Provide programs for special populations.
- ☐ Assist career and technical student organizations.
- ☐ Provide mentoring and support services.
- ☐ Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- ☐ Prepare teachers, including candidates from business and industry.
- ☐ Develop and expand postsecondary program access including through distance education.

- ☐ Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- ☐ Provide activities to support entrepreneurship education and training.
- ☐ Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- ☐ Develop and support small, personalized career-themed learning communities.
- ☐ Support family and consumer sciences programs.
- ☐ Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- ☐ Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- ☐ Support training and activities (such as mentoring or outreach) in nontraditional fields.
- ☐ Support training programs in automotive technologies.
- ☐ Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- ☐ Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Adult

Go To

Related Goals

Expand All Collapse All

G 2) Provide Career Technical Education for Secondary and Adult Students

Description:

Performance Measure:

Fiscal Resources

Grant	Notes	2007	2008
Career-Technical and Adult Education			
Adult Full Service Center		$	
Carl D. Perkins Adult		$	
Carl D. Perkins Secondary		$	
High Schools That Work - Sites		$	
Career-Technical and Adult Education Total:		**$**	
Grand Total:		**$**	

S 2.1) Develop and upgrade programs/expand enrollment

S 2.2) Strengthen academic, career and technical skills

S 2.3) Develop, improve and expand the use of technology

S 2.4) Provide programs that address all aspects of an industry

S 2.5) Provide professional development

S 2.6) Evaluate programs and assess services including those to special populations

S 2.7) Provide services of sufficient size, scope and quality to be effective

S 2.8) Support Career education and development

S 2.9) Link secondary and adult education with postsecondary education

S 2.10) Involve and communicate to parents, teachers, and community members

Related District/Agency Plan Action Steps

Expand All Collapse All

G 2) Provide Career Technical Education for Secondary and Adult Students

S 2.1) Develop and upgrade programs/expand enrollment

AS 2.1.1) Occupational Preparation

Description:

Benchmark Indicator

Grant

Career-Technical and Adult Education

Adult Full Service Center

Carl D. Perkins Adult

Carl D. Perkins Secondary

AS 2.1.2) Marketing to increase program enrollment

S 2.2) Strengthen academic, career and technical skills

S 2.3) Develop, improve and expand the use of technology

S 2.4) Provide programs that address all aspects of an industry

S 2.5) Provide professional development

S 2.6) Evaluate programs and assess services including those to special populations

S 2.7) Provide services of sufficient size, scope and quality to be effective

S 2.8) Support Career education and development

S 2.9) Link secondary and adult education with postsecondary education

Related School Plan Action Steps

Expand All Collapse All

https://ccip.ode.state.oh.us/Funding/Sections/PlanRelationships.aspx?ccipSessionKey=633416219...

Budget

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY08 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

2-Year College

CCIP can be accessed at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&ContentID=13278&Content=44372

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins 2-Year College

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1P1: Technical Skill Attainment

2P1: Credential, Certificate or Degree

3P1: Student Retention or Transfer

4P1: Student Placement

5P1: Nontraditional Participation

5P2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills through integration of academics with career-technical programs.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.
- [ ] Provide mentoring and support services.
- [ ] Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- [ ] Prepare teachers, including candidates from business and industry.
- [ ] Develop and expand postsecondary program access including through distance education.

- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

2008 - Career-Technical and Adult Education - Rev 0 -Carl D. Perkins 2-Year Colleg

Go To

Related Goals

Expand All Collapse All

G 1) Career Technical Education

Description:

Performance Measure:

Fiscal Resources

Grant	Notes	2007	2008
Career-Technical and Adult Education			
Carl D. Perkins 2-Year College		$	
Career-Technical and Adult Education Total:		**$**	
Grand Total:		**$**	

S 1.1) Develop, improve and expand the use of technology

S 1.2) Sytematically monitor end of program assessment

S 1.3) Increase Completion/Retention of Technical/Academic Programs

S 1.4) Strengthen academic, career and technical skills

S 1.5) Provide programs that address all aspects of an industry

S 1.6) Provide professional development

S 1.7) Evaluate programs and assess services including those to special populations

S 1.8) Develop and upgrade programs/expand enrollment

S 1.9) Provide services of sufficient size, scope and quality to be effective

Related District/Agency Plan Action Steps

Expand All Collapse All

G 1) Career Technical Education

S 1.1) Develop, improve and expand the use of technology

AS 1.1.1) Improving Student Evaluation of Instruction

AS 1.1.2) Contribute to Institutional Effectiveness Through the continued Implementation of a New Administrative Information System

AS 1.1.3) Enhancing Instruction Through the Use of Course Management Technology

AS 1.1.4) Improving Student Success Through the Acquisition of Instructional Equipment

S 1.2) Sytematically monitor end of program assessment

S 1.3) Increase Completion/Retention of Technical/Academic Programs

- [S] 1.4) Strengthen academic, career and technical skills
- [S] 1.5) Provide programs that address all aspects of an industry
- [S] 1.6) Provide professional development
- [S] 1.7) Evaluate programs and assess services including those to special populations
- [S] 1.8) Develop and upgrade programs/expand enrollment

Related School Plan Action Steps

Expand All Collapse All

Budget

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY08 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

1% Corrections

CCIP can be accessed at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&ContentID=13278&Content=44372

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins 1% Corrections

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.
- [ ] Provide mentoring and support services.
- [ ] Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.

- [ ] Prepare teachers, including candidates from business and industry.
- [ ] Develop and expand postsecondary program access including through distance education.
- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins 1% Corrections

Go To

Related Goals

Expand All Collapse All

G 1) Career Technical Education

Description:

Performance Measure:

Fiscal Resources

Grant	Notes		2007	2008
Career-Technical and Adult Education				
Carl D. Perkins 1% Corrections		$		
Career-Technical and Adult Education Total:		**$**		
Grand Total:		**$**		

S 1.1) Develop, improve and expand the use of technology

S 1.2) Provide professional development

S 1.3) Develop and upgrade programs/expand enrollment

S 1.4) Provide services of sufficient size, scope and quality to be effective

Related District/Agency Plan Action Steps

Expand All Collapse All

G 1) Career Technical Education

S 1.1) Develop, improve and expand the use of technology

AS 1.1.1) Develop, improve and expand the use of technology

S 1.2) Provide professional development

S 1.3) Develop and upgrade programs/expand enrollment

S 1.4) Provide services of sufficient size, scope and quality to be effective

Related School Plan Action Steps

Expand All Collapse All

Budget

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY08 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

Tech Prep, Perkins Title II

CCIP can be accessed at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&ContentID=13278&Content=44372

Application

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use the most recent Perkins performance report and the district's needs assessment to decide which of the Requirements for Uses of Funds to select. Write an action step that identifies the performance measure/s being addressed; describe who will be responsible for implementation and what will be accomplished. Permissive uses of funds may also be selected.

Performance Measures:

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.

Application

2008 - Career-Technical and Adult Education - Rev 1 - Tech Prep - Federal Base

Go To

Introduction/Purpose:

Performance Measures - Secondary and Postsecondary:

1S: Postsecondary Education Enrollment

2S: Postsecondary Education Enrollment in Same Field or Major

3S: State or Industry-Recognized Certificate or License

4S: Completion of Course Awarding Postsecondary Credit

5S: Enrollment in Postsecondary Education Remedial Course

1PS: Employment in Related Field

2PS: State or Industry-Recognized Certificate or License

3PS: On-time Completion of 2-Year Degree or Certificate Program

4PS: On-time Completion of Baccalaureate Degree Program

Fundable Activities

- [ ] Build capacity in college Tech Prep programming/services.
- [ ] Implement strategies for student matriculation to AD and BS programs in Engineering, Construction, IT and Health STEM programs of study.
- [ ] Integrate additional educational opportunities for students to complete programs of study, e.g., dual enrollment, certification opportunities.).
- [ ] Support counseling services to work with students to develop an individual academic career plan for timely completion of certificate, two-year degree or four-year degree.
- [ ] Provide intervention programs that impact student non-remedial matriculation and drop-out prevention.
- [ ] Implement intervention and transition activities to increase postsecondary persistence and completion rates.

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Plan Relationships

2008 - Career-Technical and Adult Education - Rev 1 - Tech Prep - Federal Base

Go To

Related Goals

Expand All Collapse All

G 1) Career Technical Education

Description:

Performance Measure:

Fiscal Resources

Grant	Notes	2007	2008
Career-Technical and Adult Education			
Carl D. Perkins 2-Year College		$	
Tech Prep - Expanded Enrollment		$	
Tech Prep - Federal Base		$	
Tech Prep - State Performance		$	
Tech Prep - Research & Development			$
Career-Technical and Adult Education Total:		**$**	
Grand Total:		**$**	

S 1.1) Strengthen academic, career and technical skills

S 1.2) Develop and upgrade programs/expand enrollment

S 1.3) Develop, improve and expand the use of technology

S 1.4) Provide programs that address all aspects of an industry

S 1.5) Provide professional development

S 1.6) Evaluate programs and assess services including those to special populations

S 1.7) Provide services of sufficient size, scope and quality to be effective

S 1.8) Support Career education and development

S 1.9) Link secondary and adult education with postsecondary education

S 1.10) Align middle school and secondary curriculum to state academic and technical standards

S 1.11) Involve and communicate to parents, teachers, and community members

S 1.12) Provide professional development

Related District/Agency Plan Action Steps

Expand All Collapse All

G 1) Career Technical Education

S 1.1) Strengthen academic, career and technical skills

AS 1.1.7) High Academic/Technical Standards

Description:

Benchmark Indicator

Grant

Career-Technical and Adult Education

Tech Prep - Federal Base

AS 1.1.8) Academic/Technical Content Standards

AS 1.1.9) Classroom Collaboration

S 1.2) Develop and upgrade programs/expand enrollment

S 1.5) Provide professional development

S 1.6) Evaluate programs and assess services including those to special populations

S 1.8) Support Career education and development

S 1.9) Link secondary and adult education with postsecondary education

Related School Plan Action Steps

Expand All Collapse All

Budget

2008 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

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Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Local Perkins 5-Year Plan Submission/Approval Procedure

Ohio Perkins IV Local Five-Year Performance Plan Submission and Approval Procedure for Secondary, Adult Workforce and Postsecondary (College) Recipients

1. The individual(s) responsible at the Career-Technical Planning District (CTPD) or college for completing the Local Five-Year Performance Plan will download a copy of the plan template to their desk top from the Ohio Department of Education (ODE), Office of Career-Technical and Adult Education, Administrative Field Services (AFS) Web site. Separate plan documents are required for Secondary, Adult and Postsecondary (college) recipients.

2. Each applicable section of the plan must be addressed, making sure that the appropriate check boxes are selected and/or that the expandable text boxes for additional information are completed.

3. A draft plan version is to be e-mailed to the ODE or the Ohio Board of Regents representative (see list below) responsible for approving the plan.

4. The ODE/Regents contact will review the draft plan according to an established rubric. The state contact will note any plan revisions that are required for final approval in an e-mail to the primary local contact. Revisions will be made at the local level. The revised plan will be e-mailed by the local contact to the appropriate ODE/Regents contact. When the revised plan is approved by the state contact, it is sent to the AFS assistant director for final review and approval.

5. Once approved by the assistant director, an e-mail will be sent to the primary local contact confirming approval by both the initial state contact and assistant director.

6. A hard copy of the approved plan document must be printed and be signed by the CTPD Superintendent/College President and the Treasurer/College Fiscal Representative on the Signature Page.

7. By regular mail, the recipient will send the original hard copy of the approved plan to the appropriate ODE/Regents contact, to secure remaining signatures.

8. A plan approval letter signed by the AFS assistant director and a hard copy of the signed, approved Five-Year Plan will be mailed to the CTPD contact and the superintendent/college president.

Secondary and Adult Workforce plans are to be forwarded to your assigned contact at ODE:

Elizabeth Badurina – elizabeth.badurina@ode.state.oh.us; (614) 466-4835
Joe Elk – joe.elk@ode.state.oh.us; (614) 466-4835
Bridgette Sloan – bridgette.sloan@ode.state.oh.us; (614) 466-4835
Karl Van Deest – karl.vandeest@ode.state.oh.us; (614) 466-4835

Postsecondary (College) plans are to be forwarded to Tony Landis at the Ohio Board of Regents at alandis@regents.state.oh.us or (614) 387-1214.

Planning Guide
For Local Perkins 5-year Plans

Planning Guide

Carl D. Perkins Career and Technical Education Act of 2006 Local Five-Year Performance Plan

for

Secondary, Adult and Postsecondary (College) Recipients

July 1, 2008 – June 30, 2013

Table of Contents

Introduction
- Legislation
- State Perkins vision
- Timeline
- Priorities

Overview of Plan
- Plan Timeline
- Plan Submission
- Plan Approval

Required Components of the CTPD Performance Plan (Perkins Act Section 134)

1. **Stakeholder Participation**
    - Listing of stakeholder categories and levels of collaborative participation
    - Continuous stakeholder participation

2. **Program administration and development**
    - Recipient description
    - Program of study development
    - C-T content aligned and integrated with rigorous academic content standards
    - Encourage rigorous academics for all secondary students
    - Expand the use of technology
    - All aspects of an industry

3. **Program Performance and Evaluation**
    - Data analyzed to set local priorities
    - Technical skill assessment
    - Description of local performance self-evaluation

4. **Services to Special Populations**
    - Program evaluation/identification and reduction of barriers
    - Programs designed to enable special populations to meet performance indicators
    - Non-Discrimination
    - Equal Access
    - Non-Traditional student preparation

5. **Professional Development and Staff Retention**

- Comprehensive staff development efforts, including the promotion of academic and C-T integration
- Recruitment and retention improvement strategies for teachers, counselors
- Transition to teaching from business/industry

6. **Student Services**
    - Career guidance and academic counseling
    - Support for Learner Success (3% earmark)

<u>Appendices:</u>

Appendix 1 - Approval Process

Appendix 2 – Student Definitions

Appendix 3 - Definitions –From Perkins Act, Sec. 3

Appendix 4 – Federal/State assurances
- Local Plan Contents
- Other assurances

Appendix 5 - Requirements for uses of funds/permissible uses of funds
- Perkins Section 135

Introduction

Perkins IV requires each eligible recipient to prepare a local five-year plan for delivering and improving career and technical education programs (Sec. 134; Local Plan for Career and Technical Education Programs, and Sec.135; Local Uses of Funds).

The Ohio Department of Education, Office Career-Technical and Adult Education developed this guide to assist you in preparing your local plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for the 21st century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (USDOE), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education. The local plan must reflect services for all students in the Career-Technical Planning District (CTPD) and be consistent with Ohio's Five-Year State Plan.

Ohio has adopted three major goals for the improvement of secondary career-technical education:

- Increase the high school graduation rate to 100 percent.
- Increase academic rigor to minimize the need for postsecondary remediation.
- Develop an accountability system that links funding to performance.

State Perkins Vision

All local planning activities are intended to support the following Perkins Vision for the State of Ohio. By June 30, 2013:

- All state-approved secondary career-technical programs to be based on a state- approved Program of Study (POS)
- Pathway of secondary and postsecondary non-duplicative course sequences that culminate in a diploma, credentials and/or degrees
- Minimally span Grades 9-14; encouraged to span Grades 8-16
- All state-approved secondary career-technical programs to meet State Quality
- Program Standards that include factors such as 1) inquiry-based curricular and instructional strategies; 2) use of state-of-the-art industry and educational technology; 3) work-based learning opportunities; and 4) alignment with economic/workforce development needs

- Includes periodic review of results to renew eligibility for state-weighted funding
- Includes technical assistance and monitoring
- As a result of all programs operating under POS and meeting secondary State Quality Program Standards, all programs to meet Tech Prep criteria
- Tech Prep programs characterized by open entry for all students
- Effective academic/career counseling and effective IEP development available in schools to ensure that students are in appropriate programs for their individual needs
- All educators, especially teachers, supported with access to products/services that will help them ensure student success
- High expectations in place for students to exit Tech Prep programs as successful "completers;"
- Demonstration of high level academic and technical achievement
- Prepared to move seamlessly to postsecondary Tech Prep programs

Overview of the Performance Plan

In summary, this five-year performance plan process provides districts with the opportunity to:

- reduce redundant activities and paperwork
- increase collaboration
- maximize local flexibility
- integrate the recipient's planning work with other improvement efforts as outlined within the Consolidated Continuous Improvement Plan (CCIP)
- submit a highly individualized, streamlined document electronically
- comply with new state and federal regulations without having to initiate an entirely new process

Timeline: The plan covers the five-year period of FY2009- FY2013. Local five-year plans may be modified at any time during the five-year period. Consult with the assigned Administrative Field Services (AFS) Liaison or Ohio Board of Regents (OBR) representative for guidance regarding local plan modifications.

An electronic format of the five-year plan has been developed to standardize and simplify the Perkins Section 134 requirements for local recipients' plans. The format allows recipients to select potential activities/strategies and enter comments, additional categories, or narratives needed to further describe or explain local programs. Additional information may be requested to clarify the plan before final approval. Recipients' five-year plans must describe how the funds will be used to plan for and deliver activities that are mutually beneficial to **all** members of the CTPD.

Applicants must follow all requirements of section 134 and 135 of the Perkins Act. All required and permissible uses of funds as described in the Act apply under Ohio's Five-Year Plan. All expenditures must have supportable rationale for how they will align to the Ohio Perkins Vision outlined above and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the State Plan.

Highly encouraged expenditures will be those that directly connect to:

- "Support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level
- Student success in Grades 7-10
- Student success in becoming a successful "completer" in a Tech Prep Program of Study
- Student preparatory services that lead to high school graduation, rigorous course taking in high school, postsecondary aspiration and non-remediation in higher education
- Instructional support for educators, administrators and counselors through pre-service and in-service professional development
- Program of Study development of which Technology Education and Family and Consumer Sciences could be an appropriate part
- Transitioning secondary programs to Tech Prep quality characteristics (Programs of Study and secondary Quality Program Standards) and to including open-entry of students; and/or
- Technical assessment development and implementation

Submission of the Local Plan

To assure on-time payment and subsequent on-year CCIP approval, please submit the five-year plan by June 1, 2008. Individual Plan documents must be submitted from each recipient – Secondary, Adult Workforce, and Postsecondary (college).

Perkins IV Local Five-Year Local Performance Plan Submission & Approval Procedure for Secondary, Adult Workforce and Postsecondary (College) Recipients

9. The individual(s) responsible at the CTPD or college for completing the Local Five-Year Performance Plan will download a copy of the Five-Year Performance Plan to their desk top from the ODE Administrative Field Services Web site. **Separate plan documents are required for Secondary, Adult and Postsecondary (college) recipients.**

10. Each applicable section of the plan must be addressed, making sure that the appropriate check boxes are selected and/or that the expandable text boxes for additional information are completed.

11. A draft plan version is to be e-mailed to the ODE consultant or OBR representative responsible for approving the plan.

12. The ODE/OBR consultant will review the draft plan according to an established rubric. The consultant will note any plan revisions that are required for final approval in an e-mail to the primary contact. Revisions will be made at the local level. The revised plan will be e-mailed by the contact to the appropriate ODE/OBR consultant. When the revised plan is approved by the consultant, it is sent to the AFS assistant director for final review and approval.

13. Once approved by the assistant director, an e-mail will be sent to the primary contact confirming approval by both the consultant and assistant director.

14. A hard copy of the approved plan document must be printed and be signed by the CTPD Superintendent/College President and the Treasurer/College Fiscal Representative on the Signature Page.

15. The recipient will mail the original hard copy of the approved plan to the appropriate ODE/OBR consultant, to secure remaining signatures.

16. A plan approval letter signed by the AFS assistant director and a hard copy of the signed, approved Five-Year Plan will be mailed to the CTPD contact and the superintendent/college president.

Secondary and AWE plans are to be forwarded to your assigned consultant at ODE:

Joe Elk – joe.elk@ode.state.oh.us (614) 466-4835
Elizabeth Badurina – Elizabeth.badurina@ode.state.oh.us (614) 466-4835
Bridgette Sloan – bridgette.sloan@ode.state.oh.us (614) 466-4835
Karl Van Deest – karl.vandeest@ode.state.oh.us 614 466-4835

Postsecondary (College) plans are to be forwarded to Tony Landis at the Ohio Board of Regents: alandis@regents.state.oh.us (614) 387-1214

The staff representatives at the Office of Career-Technical and Adult Education, Administrative Field Services, and Ohio Board of Regents are available at any time to answer questions that arise as you prepare your plan.

ODE Administrative Field Services: (614) 466-4835
Ohio Board of Regents: (614) 387-1214

Required Components of the Local 5-Year Performance Plan

I. **Stakeholder Participation** (Secondary, Adult and Postsecondary) [Sec. 134(b)(5)]

Plans to improve performance require discussions with and input from key stakeholders as specified in Perkins IV legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Regardless of the improvement processes in which a recipient has been involved, the performance plan requires that key stakeholders be involved in some or all parts of the process. The participants should meet annually for evaluation on the progress of the plan's implementation with minutes of the meetings kept on file.

Parents, students, academic and career-technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the ongoing development, implementation, and evaluation of the career technical five year plan.

This plan must document those representatives of the following groups that participated in the development, implementation or evaluation of the Performance Plan.

Levels of stakeholder involvement must be one or more of the following: (1) discussion, (2) development, (3) implementation, (4) evaluation

On the template, check all boxes that apply to each stakeholder group's level of involvement. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

For Secondary recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representative
Students
Parents
Representative of Special Populations
Career/Guidance Counselors

For Adult Workforce Development recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representatives
Career/Guidance Counselors
Students
Representative of Special Populations

For College recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

College president, vice president, or dean
Tech Prep Consortia representative
Academic faculty
Technical faculty
Students
Business/Industry/Labor representatives
Representative for Special Populations

Group	**Discussion**	**Development**	**Implementation**	**Evaluation**
CTPD Superintendent/College President	☐	☐	☐	☐
Associate School Superintendents	☐	☐	☐	☐
Tech Prep Consortia Representative	☐	☐	☐	☐
Students	☐	☐	☐	☐
Academic Teachers/Faculty	☐	☐	☐	☐
Technical Teachers/ Faculty	☐	☐	☐	☐
Administrators	☐	☐	☐	☐
Business/ Industry/Labor rep.	☐	☐	☐	☐
Representatives of Special Populations	☐	☐	☐	☐
Tech Prep Consortia				

Representatives	☐	☐	☐	☐
Counselors/Academic Advisors	☐	☐	☐	☐
Parents (Secondary)	☐	☐	☐	☐
Government Agency Representatives	☐	☐	☐	☐
Other Interested Individuals	☐	☐	☐	☐

1. Continuous Stakeholder Participation [Sec. 134(b)(5)]

Describe how these groups will be effectively informed about, and assisted in understanding, the requirements of Perkins IV including the development and implementation of programs of study over the life of the plan.

(Insert brief response in text box provided in the plan template)

II. Program Administration and Development (Secondary, Adult and Postsecondary)

1. Describe how CTE programs will be carried out with funds received under this title: **[Sec. 134(b)(1)]**

Please include within the description:

- Type of recipient (compact, comprehensive, JVSD, adult, postsecondary, adult consortium)
- List number of approved programs /majors currently delivered and the career fields they represent
- List names of associate schools and/or districts (**secondary recipients only**)
- Number of schools that contract with the CTPD for career technical programming (**secondary recipients only**)

On the template, fill in all information requested for this section.

2. Describe how the recipient will collaborate with its educational partners (including Tech Prep Consortia) to develop and offer the appropriate courses of not less than one of the career and technical programs of study as described in Sec.122(c)(1)(a). [Sec. 134(b)(3) (A)

The State will develop a phase-in plan that will ensure that existing secondary programs transition to POS and that 100 percent of State-approved secondary career-technical education (CTE) programs have a State-approved Program of Study in FY2014. Postsecondary recipients will be required to develop, review and revise Programs of Study in collaboration with their secondary partner(s) following the same schedule as the secondary recipients.

The purpose of Programs of Study is to ensure, through collaboration between secondary and postsecondary institutions, that CTE programs will:

- Support 100 percent graduation from high school and successful transition to and through completion of postsecondary education, including matriculation without the need for remediation;
- Provide rigorous coursework at the secondary and postsecondary levels that will prepare learners for the attainment of a diploma, industry credentials and college degrees without remediation;
- Provide all learners with the appropriate academic, technical and workplace readiness skills to enable them to graduate from high school and transition seamlessly to a postsecondary pathway and the workplace;
- Eliminate duplication of coursework between high school and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to Science, Technology, Engineering and Mathematics (STEM) and other high-skill, high-wage or high-demand occupations; and
- Address employer-validated skills broadly enough defined to enable workers to move laterally within career fields and specialized enough, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

<u>Recipients shall:</u>

- Develop a state approved Program of Study (POS) in at least one career field by the end of FY2009
- Implement state approved POS throughout all its secondary workforce development program offerings by FY2014
- Describe how academic content standards and CT content standards are being integrated through POS and Course of Study (COS) review
- Document local stakeholder committee discussions that have occurred regarding the dissemination of information about Programs of Study to counselors, learners and their families, if applicable
- Emphasize Science, Technology Engineering and Math (STEM) and other high-skill, high-wage and high-demand Programs of Study
- Consider special populations as Programs of Study are developed

- Encourage and collaborate with their partner education agencies in disseminating Programs of Study information to the constituencies of those partner agencies, including Special Populations

A Program of Study must include:

- Required academic and technical coursework spanning **minimally** grade nine through the associate degree, listed by course name, sequenced by grade level and appropriate for an Ohio pathway identified in one of Ohio's 16 Career Field Technical Content Standards documents; additionally, POS that begin in middle school and extend through baccalaureate level education will be encouraged
- Recommended academic and technical electives
- Assurance of the alignment of courses to State academic and technical standards and regulatory business and industry standards where applicable
- Assurance that applicable course descriptions are available
- Identification of articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities
- Identification of appropriate and obtainable industry credential opportunities
- Identification of appropriate adult workforce education transition opportunities
- Provisions to assure access and success for special populations
- Transitioning secondary programs to Tech Prep quality characteristics that include Programs of Study and secondary Quality Program Standards

(Insert a brief response that describes the required elements in the text box on the plan template)

3. Improve the Academic and Technical Skills of Students and Ensure Rigorous Career Technical and Academic Content Standards [Sec. 134(b)(3)(B)(D)]; [Sec.135(b)(1)]

Describe how the recipient will ensure that career-technical students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students and how the recipient will improve the academic and technical skills of career-technical education students by integrating coherent and rigorous content aligned with challenging academic standards into career technical curriculum.

Examples of strategies a recipient may use to improve the academic and technical skills of students by promoting rigorous career technical content aligned with challenging academic standards may include, but are not limited to:

- Course content aligned with recognized technical standards **(required)**
- Course content aligned with current academic content standards and/or Ohio Core requirements **(required)**
- Provide dual-enrollment programs
- Develop and implement programs of study to facilitate a seamless transition from secondary to postsecondary education
- Advisory committees input on the development/delivery of more rigorous content

- Provide professional development designed to promote rigorous academic and career-technical content standards
- Academic and career-technical collaborative lessons
- Senior capstone projects
- Writing across curriculum
- Math across curriculum
- Reading across curriculum
- Common planning time
- Program course of study revisions that reflect current academic and career-technical content standards
- Provide professional development activities that reinforce integration of academic and career-technical content
- Support inquiry-based and problem-based education

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

4. Encourage secondary career-technical student enrollment in rigorous core academic courses [Sec 134 (b)(3)(E) (Secondary recipients only)

Describe how the recipient will encourage career-technical students at the **secondary level** to enroll in rigorous and challenging courses in core academic subjects. Examples may include, but are not limited to:

- Implement rigorous programs of study **(required)**
- Provide career guidance and academic counseling
- Provide extra time and extra help for students in rigorous academic courses
- Promote Career-Technical Student Organization (CTSO) involvement
- Eliminate low level academic courses
- Use business/industry mentors to encourage rigorous course selection by students

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK." (Secondary recipients only)

5. Develop and expand the use of technology [Sec. 135(b)(4), [135(b)(7)]

Describe how the recipient will develop, improve or expand the use of technology in career-technical education.

Examples a recipient may include but not limited to:

- Professional development that focuses on technology including distance learning
- Purchase of relevant high tech program equipment
- Prepare students for entry into high technology fields, including STEM
- School collaboration with technology industries including internships and mentoring programs
- Leverage technical resources from stakeholders

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

6. Provide students an understanding of and experience in all aspects of an industry [Sec. 134(b)(3)(C)] [Sec. 135(b)(3)]

Describe how the recipient will provide **all** career-technical education students with strong experience in, and understanding of, all aspects of the industry that the student is preparing to enter. Examples may include, but are not limited to:

- providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Ohio and the nation, number of people employed in Ohio and the nation, outlook for employment, and education and training necessary for entry
- providing school-based experience to all students including field trips and industry presentations in the classroom
- providing students with an opportunity to participate in industry-based career-technical student organization (CTSO) events
- providing students enrolled in an approved career-technical education program work-based learning experiences such as job shadowing, mentoring, and internships

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

III. **Program Performance and Evaluation** (Secondary, Adult and Postsecondary)

1. Local Levels of Performance [Sec. 134(b)(2)], [Sec.113 (b)(4)(A)(i)(ii)]

Describe how career-technical education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV.

Comprehensive data analysis using defined performance indicators is an integral component of continuous improvement. By collecting, organizing, analyzing and developing reasonable hypotheses from multiple indicators, a recipient can begin to understand how to be more effective. It is imperative that recipients look at demographics, stakeholder perceptions, student learning and process data over time, and then consider the interaction of those data elements. In addition, data exist at various levels – recipient, program, classroom and student. All must be used to sharpen the focus of the analysis.

Examples of processes to examine current levels of performance a recipient may select but are not limited to:

- Institute regularly scheduled collaboration among member districts and consortia members (including Tech Prep) to analyze data for accuracy and inform subsequent decision making **(required)**
- Analyze disaggregated performance data by student category (gender, race, ethnicity, special populations and Tech Prep) to target improvement efforts. **(required)**
- Examine and improve local policies and procedures regarding the accurate collection and reporting of data
- Collaborate with member districts to monitor data verification reports for accuracy during the reporting window
- Share performance data among participating districts within a CTPD or consortium
- Use recipient level data to target improvement efforts and develop improvement plans
- Provide professional development opportunities designed to improve data quality and in the use of data to improve performance
- Identify and analyze relevant program, classroom, and student level data that will determine factors that are contributing to, or detracting from student performance.
- Analyze current labor market trends to influence programmatic investment and disinvestment decisions
- Conduct surveys of student and stakeholder perceptions of quality and customer satisfaction. Use the data collected to develop improvement strategies.
- Use data to direct decisions leading to the development of goals and strategies designed to improve student performance

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

2. Technical Skill Attainment/Assessment

Describe how all students will be assessed in the program areas where state-recognized technical skill assessments are available.

Supporting Information:

Secondary Workforce Development Program Assessment

Secondary programs will use a State developed system of career-technical testing called the Ohio Career-Technical Competency Assessment (OCTCA). Beginning in FY2009, OCTCA will include third-party, State-developed tests and selected State and industry assessments that are aligned to ODE's Career Field Technical Content Standards. All OCTCA State and industry assessments meet tests of validity, reliability and usability.

In addition to the OCTCA system currently in place, the Ohio Department of Education will continue to select/develop additional assessments based on career field pathways and Programs of Study. Tests used in the OCTCA system may include those developed by a third party contractor, those produced through regional/national collaborations and industry certification and licensure examinations where such assessments exist. All tests will meet validity and reliability criteria as established by the State, will be developed in collaboration with postsecondary institutions so as to enhance the seamlessness of secondary/postsecondary pathways and the articulation of credit, and will be developed in collaboration with industry representatives to enhance test quality and test recognition among business partners.

All secondary programs will have a required valid and reliable assessment in FY14 and all CTE concentrators leaving school will be reported as to whether they meet established State benchmarks on the test. The State will develop a graduated schedule for reaching this 100 percent goal. One mechanism for achieving this goal will be the requirement of an appropriate assessment for all State-approved POS.

Postsecondary/Colleges Technical Skill Assessment

During FY2008, the Ohio Board of Regents will use the HEI data system to report Technical Skill Assessment by using a combination of information reported at the local level. The standards will vary by program and may use Grade Point Average, passage of a particular course or series of courses, or passage of a locally administered assessment.

Additionally, the Ohio Board of Regents will review the current postsecondary CTE program offerings and Programs of Study. In collaboration with Ohio colleges, the State will identify existing appropriate technical skill assessments that are aligned with industry-recognized standards, CTE program standards and Higher Learning Commission (HLC) accreditation criteria; identify gaps; collaborate with the Ohio Department of Education and agencies in other States to initiate regional/national processes leading to the development of needed technical skill assessments; and implement changes in the HEI data system to collect technical skill assessment data beginning in FY2009.

The postsecondary assessment system in Ohio will be driven by the following.

- The HLC directive that assessment is most efficacious when it occurs through a variety of methodologies consistent with an institution's mission
- The expectation that an institution's faculty will determine how learning outcomes are developed, what is to be taught, how students will learn, how that learning will be assessed and how teaching and learning will continuously be improved
- Direction from Ohio, regional and national employers and industry and professional associations
- Alignment between secondary and postsecondary assessment processes
- Federal Perkins criteria for assessment

Postsecondary/Adult Workforce Education (AWE) Technical Skill Assessments

Each student who completes an adult workforce career development program will demonstrate technical knowledge and skill attainment as evidenced by meeting established benchmark scores on State-recognized tests or industry certification and licensure examinations. State-recognized tests will include tests administered through the Ohio Career-Technical Competency Assessment System, other State-recognized assessments based on aligned industry standards and/or State or industry certificate or license-based assessments. Adult Workforce Education will continue to increase its focus on industry-recognized certificate- or license-based programs, especially those that lead to a nationally recognized State or industry certificate or license.

(Insert a brief response that addresses the required elements in the text box on the plan template)

3. Local Evaluation [Sec. 134(b)(7)], [Sec. 135(b)(6)]

Describe how local self-evaluations will be based on the federal and state performance indicators. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient, including an assessment of how the needs of special populations are being met.

Examples of evaluation activities a recipient may select, but are not limited to:

- Analysis of local federal performance indicator data
- Analysis of local state performance indicator data
- Annual CTPD stakeholder and program level advisory committees input
- Student survey data analysis
- Stakeholder survey data analysis
- Annual Program of Study implementation progress
- Utilize opportunities for technical assistance through the CTAE Office
- Use monitoring reports to generate improvement strategies

- Analyze disaggregated performance data by student category (gender, race, ethnicity, special populations and Tech Prep) to target improvement efforts.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK".

IV. Services to Special Populations (Secondary, Adult and Postsecondary)

Special populations are defined as:

- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

1. Overcome Barriers to Special Populations [Sec. 134(b)(8)(A)]

Describe how the recipient will identify and adopt strategies to overcome barriers that prevent special populations from entering and succeeding in career-technical education programs.

Strategies a recipient may select, but are not limited to:

- Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunities.
- Provide appropriate student placement and transition services through the Individualized Educational Plan (IEP).
- Encourage Career-Technical Student Organization (CTSO) participation by members of special populations.
- Provide career information through the Ohio Career Information System (OCIS).
- Provide support groups to encourage students.
- Provide individualized career counseling to special populations students.
- Provide ESL classes for limited English proficiency students.
- Promote career exploration and planning prior to enrollment in career-technical programs including Individual Academic and Career Plan (IACP) services.
- Provide classes to facilitate employment in high-skill, high-wage high-demand occupations.

- Provide professional development to staff designed to improve instructional delivery and support services to special populations.
- Assure equal access for non-traditional students in all programs.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

2. Provide <u>programs</u> that enable Special Populations to meet performance indicators [Sec. 134(b)(8)(B)]

Describe how the recipient will provide programs that are designed to enable special population students to meet local adjusted levels of performance. Strategies may include, but are not limited to:

- Utilize Individualized Educational Plan (IEP) recommendations to modify programs for secondary students with disabilities.
- Provide accommodations to enable students with disabilities to participate in mainstream programs.
- Provide services and support to assure full participation for special populations.
- Provide services and appropriate instructional materials to limited English proficiency students.
- Provide appropriate accommodations for technical and academic skill assessments for special populations students.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Provide programs and services that facilitate appropriate program selection by members of special populations.
- Target special populations students in marketing efforts for programs leading to high-wage, high-skill or high-demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

3. Provide <u>activities</u> to prepare Special Populations for high-skill, high-wage or high-demand occupations [Sec. 134(b)(8)(C)]

Describe how the recipient will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Strategies a recipient may select may select, but are not limited to:

- Provide job shadowing, internships, externships, co-ops, clinicals, early placement and mentoring opportunities.
- Encourage enrollment of special populations in all programs with emphasis on high wage, high skill, or high demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Provide career assessment services designed to evaluate aptitudes and interests leading to appropriate program placement.
- Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunity.
- Provide services that facilitate the transition of special populations students to work, independent living and additional education.
- Provide activities specific to the identified needs of single parents and displaced homemakers that will prepare them for success in high-wage, high-skill, high demand occupations and become self-sufficient.
- Provide services and programs to assist pregnant or parenting learners to remain in school.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

4. Nondiscrimination [Sec. 134(b)(9)]

Describe how the recipient will assure that members of special populations are not discriminated against based on their status as members of special populations.

Examples of strategies a recipient may select to assure nondiscrimination may include but not limited to:

- Provide a Title IX Coordinator **(required)**
- Eliminate physical barriers
- Provide physical accessibility
- Provide appropriate accommodations on instructional and assessment practices
- Provide ongoing professional development on nondiscrimination to staff

- Provide student and staff diversity educational training with regards to nondiscrimination
- Provide assisted technology
- Update progress reports on IEPs

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

5. Promote Preparation for Nontraditional Fields [Sec. 134(b)(10)] [135(b)(9)]

Describe how the recipient will use funds to promote preparation for non-traditional fields. Nontraditional fields are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Strategies may include, but are not limited to:

- Providing career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation;
- Providing students with work related experiences in nontraditional fields (i.e., internships, job shadowing, school-based enterprises);
- Providing students with nontraditional opportunities through career-technical student organizations;
- Teaching curricula with gender neutral applications;
- Providing information about educational programs of study and training that prepare students for employment in nontraditional high-skill, high-wage, high- demand fields, including description, program admissions, typical course work, and the schools in Ohio offering degrees or certificates;
- Providing professional development on promoting non-traditional participation;
- Including non-traditional members on advisory committees;
- Using gender neutral marketing materials for recruitment purposes;
- Promoting non-traditional student support groups including mentors;
- Using non-traditional success stories to promote participation and retention.

V. **Professional Development and Staff Retention** (Secondary, Adult and Postsecondary)

1. Comprehensive Professional Development [Sec. 134 (b) (4)], [135(b)(5)]

Describe how the recipient will provide comprehensive professional development (including initial teacher preparation) for career-technical education, academic, guidance and administrative personnel that high-quality, sustained, intensive, focused on instruction, promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career-technical education (including curriculum development) and increase the academic knowledge and understanding of

industry standards, as appropriate for secondary and postsecondary academic and career-technical teachers, faculty, administrators and counselors**. Perkins funds used for professional development must be used to provide on-going workshops or conferences that are a part of a high quality, sustained and intensive professional development program.**

In-Service and Pre-Service Professional development activities may:

- Promote the integration of coherent and rigorous academic content with career-technical education curriculum (required).
- Encourage applied learning that contributes to the academic and professional-technical education knowledge of the student.
- Provide the knowledge and skills necessary to work with and improve instruction for special populations; and assist in accessing and using data.
- Promote effective teaching skills based on research that includes promising practices.
- Promote effective practices to improve parental and community involvement.
- Promote effective use of scientifically based research and data to improve instruction.
- Support education programs for teachers and other staff who are involved in the direct delivery of educational services to career-technical students, to ensure that such teachers and personnel stay current with all aspects of an industry.
- Provide staff externship programs that provide relevant business experience.
- Provide programs designed to train staff specifically in the effective use and application of technology to improve instruction, which may include distance learning.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK."

2. Recruitment and Retention of Career-Technical Education Teachers, Faculty and Counselors
[Sec. 134(b)(12)(A)]

Describe your efforts to 1) improve the recruitment and retention of career-technical education teachers, faculty, and career and academic counselors and 2) increase the number of staff from underrepresented groups in the teaching profession. Efforts may include, but are not limited to:

- Induction programs for new teachers
- Teacher mentoring programs
- Actively recruit minority teachers
- Actively recruit non-traditional teachers
- Actively recruit individuals with disabilities

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK".

3. Transition to Teaching From Business and Industry [Sec. 134(b)(12)(B)]

Describe your efforts to improve the transition to teaching from business and industry. Efforts may include, but are not limited to:

- New teacher induction programs
- Teacher mentoring programs
- Provide tuition reimbursement for Route B certification process
- Increase the number of teachers that meet teacher certification or licensing requirements
- Utilize Troops to Teachers recruitment efforts
- Provide information that encourages entrance into the teaching profession to business organizations, such as labor unions, chamber of commerce, etc.

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK".

VI. <u>Student Services</u> (Secondary, Adult and Postsecondary)

1. Career Guidance and Academic Counseling [Sec. 134(b)(11)]

Describe how career guidance and academic counseling will be provided for career-technical education students that include linkages to future education and training opportunities.

Strategies may include, but are not limited to:

- providing information to students about occupational fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation; and
- providing information about educational programs of study and training that prepare students for employment in high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in Idaho offering degrees or certificates
- OCIS and IACP, Pathways, Programs of Study, Vocational Assessment Services, labor market information (including worker supply and demand)

Check applicable boxes and provide any additional information in the "describe other" text box in the plan template. To select a check box, double–click on the box. A prompt will ask you to select the "checked" default value, and then click on "OK".

2. 3% Earmark for Intervention and Assessment (From Ohio's State Plan)

Local recipients must describe how the 3% earmark for "support for learner success" will be collaboratively planned for and used.

Supporting information:

Earmarked funds (3%)

In order to support the Perkins Vision and the foundational elements of this Plan, including intensive and robust preparatory services, three percent from the secondary allocations, 3 percent from the postsecondary-colleges allocations and 3 percent from postsecondary-adult workforce education allocations will be earmarked for "support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. Thus, 3 percent of the total Title I Basic grant subsidy funds will be earmarked for "support for learner success" activities. The purpose of the "support for learner success" earmark is to foster a) secondary/postsecondary collaboration in support of the Perkins Vision and foundational elements of this Plan, b) seamless secondary/postsecondary education that forms a "*no-way-out*" system, c) education that is responsive to regional workforce development needs and d) effective supports to ensure success for learners, especially learners who are:

- At the beginning of the pipeline (Grades 7-10) and vulnerable to dropping out of high school and/or being unprepared for the Ohio Core graduation requirements and Tech Prep level career-technical coursework
- In need of extra help to avoid the expense and discouragement of remediation in order to earn a diploma, credentials, certificates and/or degrees; and
- In need of help with re-entry into the education system and a mechanism for applying earned competencies (e.g., certificates and credentials) toward the earning of a diploma and/or degrees.

The earmark will be jointly planned for and leveraged through Ohio's Tech Prep consortia, which will include all secondary, and postsecondary Perkins recipients as well as business/industry representatives, including representatives from Ohio's 12 economic development regions. The intention of this earmarking of funds and of engaging all sub-recipients, including business/industry representatives, in strategic planning for the use of those funds, is to deploy a targeted effort to

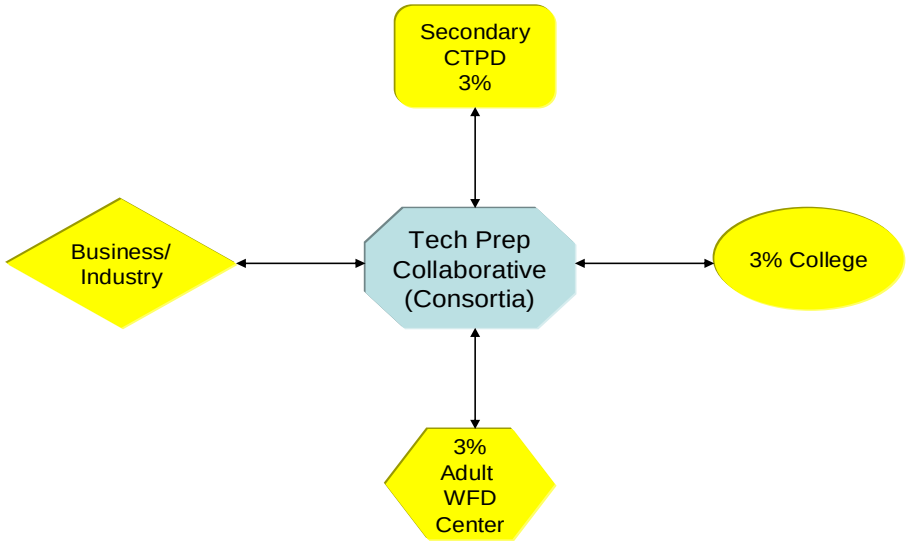
respond to Ohio's economic development priorities through efforts to ensure that more learners are successful in high quality career-technical programs.

The State will develop guidance for the administration of the earmarked funds by local recipients. After two years, Ohio will evaluate the efficiency and effectiveness of earmarking funds this way and of using the Tech Prep consortia as a means for planning and leveraging the earmarked funds across educational systems. Upon evaluation, adjustments will be made, if needed. Chart 3 illustrates the earmark model that includes CTPDs, colleges, adult workforce centers and business/industry representatives.

To assure plan approval, recipients must describe how they will collaborate with the local Tech Prep Consortia and business industry stakeholder representatives to use this 3% earmark to support the activities described above.

(Insert a brief response that addresses the required elements in the text box on the plan template)

EARMARK MODEL



***Note [1]: The arrows represent common planning and collaboration activities.**

***Note [2]: The business/industry element includes representatives of the economic development region(s) served by the Tech Prep consortia.**

Appendix 1 - Approval Process

(Detail on p. 7-8)

All recipients' Five-Year plans must be submitted in draft as an e-mail attachment to the assigned AFS Liaison or OBR representative for review and approval. If revisions/clarifications are needed to secure approval of the five-year plan, the AFS consultant or OBR representative assigned to the recipient will notify the recipient's primary contact person to discuss any changes needed to grant final approval. Recipients will be notified in writing when their five-Year plan is approved by AFS. Approved plans must be printed and submitted with original signatures by the superintendent/college president and treasurer/fiscal representative and mailed to:

Ohio Department of Education

Administrative Field Services Unit

25 S. Front St. #610

Columbus, Ohio 43215

For information or technical assistance on Local Plan development or the approval process, please call your assigned liaison or OBR Contact (colleges).

Appendix 2 – Student Definitions

A. Secondary Level

CTE Participant – A secondary student who has earned credit in one (1) or more courses in any career and technical education (CTE) workforce development program area.
CTE Concentrator – A secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level.

B. Postsecondary/Colleges

CTE Participant – A postsecondary/adult student who has earned one (1) or more credits in any career and technical education (CTE) program area.
CTE Concentrator – A postsecondary/adult student who: (1) completes <u>at least 12</u> career and technical education (CTE) credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

C. Postsecondary/Adult Level – Adult Workforce Education

CTE Participant – A postsecondary/adult student who has completed a minimum of 10% of an adult workforce education career development program.

CTE Concentrator –

A postsecondary/adult student who has completed 20% of an adult workforce education career development program that terminates in the award of an industry-recognized certificate or license.

Appendix 3 - Definitions –From Perkins Act, Sec. 3

‘‘Unless otherwise specified, in this Act:

‘‘(1) ADMINISTRATION.—The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

‘‘(2) ALL ASPECTS OF AN INDUSTRY.—The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.

‘‘(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOL.— The term ‘area career and technical education school’ means— ‘‘(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market; ‘‘(B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market; ‘‘(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or ‘‘(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

‘‘(4) ARTICULATION AGREEMENT.—The term ‘articulation agreement’ means a written commitment— ‘‘(A) that is agreed upon at the State level or approved annually by the lead administrators of— ‘‘(i) a secondary institution and a postsecondary educational institution; or ‘‘(ii) a sub baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and ‘‘(B) to a program that is— S. 250—4 ‘‘(i) designed to provide students with a non-duplicative sequence of progressive achievement leading to

technical skill proficiency, a credential, a certificate, or a degree; and ‘‘(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

‘‘(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that— ‘‘(A) offer a sequence of courses that— ‘‘(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; ‘‘(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and ‘‘(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and ‘‘(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

‘‘(6) CAREER AND TECHNICAL STUDENT ORGANIZATION.— ‘‘(A) IN GENERAL.— The term ‘career and technical student organization’ means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. ‘‘(B) STATE AND NATIONAL UNITS.—An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

‘‘(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term ‘career guidance and academic counseling’ means guidance and counseling that— ‘‘(A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and ‘‘(B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

‘‘(8) CHARTER SCHOOL.—The term ‘charter school’ has the meaning given the term in section 5210 of the Elementary and Secondary Education Act of 1965.

‘‘**(9) COOPERATIVE EDUCATION**.—The term ‘cooperative education’ means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous S. 250—5 and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation— ‘‘(A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and ‘‘(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

‘**‘(10) DISPLACED HOMEMAKER.—**The term ‘displaced homemaker’ means an individual who—‘‘(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;‘‘(ii) has been dependent on the income of another family member but is no longer supported by that income; or ‘‘(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act

(42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and‘‘(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

‘‘(11) EDUCATIONAL SERVICE AGENCY.—The term ‘educational service agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

‘‘(12) ELIGIBLE AGENCY.—The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

‘‘(13) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means— ‘‘(A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree; ‘‘(B) a local educational agency providing education at the postsecondary level; ‘‘(C) an area career and technical education school providing education at the postsecondary level; ‘‘(D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.);‘‘(E) an educational service agency; or ‘‘(F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).

‘‘(14) ELIGIBLE RECIPIENT.—The term ‘eligible recipient’ means—S. 250—6 ‘‘(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or ‘‘(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

‘‘(15) GOVERNOR.—The term ‘Governor’ means the chief executive officer of a State.

‘‘(16) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY.—The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and— ‘‘(A) whose native language is a language other than English; or ‘‘(B) who lives in a family or community environment in which a language other than English is the dominant language.

‘‘(17) INDIVIDUAL WITH A DISABILITY.—‘‘(A) IN GENERAL.—The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). ‘‘(B) INDIVIDUALS WITH DISABILITIES.—The term ‘individuals with disabilities’ mean more than 1 individual with a disability.

‘‘(18) INSTITUTION OF HIGHER EDUCATION.—The term ‘institution of higher education’ has the meaning given the term in section 101 of the Higher Education Act of 1965.

‘‘(19) LOCAL EDUCATIONAL AGENCY.—The term ‘local educational agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

‘‘(20) NON-TRADITIONAL FIELDS.—The term ‘non-traditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

‘‘(21) OUTLYING AREA.—The term ‘outlying area’ means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

‘‘(22) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term ‘postsecondary educational institution’ means—‘‘(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;‘‘(B) a tribally controlled college or university; or ‘‘(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

‘‘(23) POSTSECONDARY EDUCATION TECH PREP STUDENT.— The term ‘postsecondary education tech prep student’ means a student who— ‘‘(A) has completed the secondary education component of a tech prep program; and S. 250—7 ‘‘(B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

‘‘(24) SCHOOL DROPOUT.—The term ‘school dropout’ means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

‘‘(25) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’ means research that is carried out using scientifically based research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C.9501).

‘‘(26) SECONDARY EDUCATION TECH PREP STUDENT.—The 0term ‘secondary education tech prep student’ means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

‘‘(27) SECONDARY SCHOOL.—The term ‘secondary school’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

‘‘(28) SECRETARY.—The term ‘Secretary’ means the Secretary of Education.

‘‘(29) SPECIAL POPULATIONS.—The term ‘special populations’ means—‘‘(A) individuals with disabilities; ‘‘(B) individuals from economically disadvantaged families, including foster children;‘‘(C) individuals preparing for non-traditional fields;‘‘(D) single parents, including single pregnant women;‘‘(E) displaced homemakers; and‘‘(F) individuals with limited English proficiency.

‘‘(30) STATE.—The term ‘State’, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.

‘(31) SUPPORT SERVICES.—The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and **instructional aids and devices.**

‘‘(32) TECH PREP PROGRAM.—The term ‘tech prep program’ means a tech prep program described in section 203(c).

‘‘(33) TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY.—The term ‘tribally controlled college or university’ has the meaning given the term in section 2(a) of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)).

‘‘(34) TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION.—The term ‘tribally controlled postsecondary career and technical institution’ means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—‘‘(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes; S. 250—8 ‘‘(B) offers a technical degree or certificate granting program;‘‘(C) is governed by a board of directors or trustees, a majority of whom are Indians; ‘‘(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;‘‘(E) has been in operation for at least 3 years;‘‘(F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and ‘‘(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

Appendix 4 – Federal/State Assurances

LOCAL PLAN CONTENTS
(section 134 of the Carl D. Perkins Act)

Local Plans will include, at a minimum:

- Describe how CTE programs will be carried out.

- Describe how CTE activities will meet state and local adjusted levels of performance.

- Describe how the recipient will –
  Offer the appropriate courses of not less than one of the career and technical programs of study.
  Improve the academic and technical skills of students participating in CTE programs through integration.
  Provide students with strong experiences in, and understanding of, all aspects of an industry.
  Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
  Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

- Describe how comprehensive professional development (including initial teacher preparation) for CTE,
  academic, guidance, and administrative personnel will be provided that promotes the integration of
  coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

- Describe how a wide variety of stakeholders are involved in the development, implementation, and
  evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding, the requirements of Perkins, including CTE programs of study.

- Provide assurances that programs are of such size, scope, and quality to bring about improvement in the quality of CTE.

- Describe the process that will be used to evaluate and continuously improve performance.

- Describe how the recipient will review CTE programs, identify and adopt strategies to overcome

barriers that result in lower access or success for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high- demand occupations that will lead to self-sufficiency.

- Describe how individuals who are members of special populations will not be discriminated against based on this status.

- Describe how funds will be used to promote preparation for nontraditional fields.

- Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

- Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups, and the transition to teaching from business and industry.

Ohio Department of Education Assurances

Certification Regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace Lower Tier Covered Transactions Requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, are prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and in the required regulations implementing Executive Order 12549. Copies of these regulations may be obtained by contacting the Office of Federal and State Grants Management.

REQUIREMENTS FOR CERTIFICATION

This certification is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the participant or prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. By signing and submitting this statement,

it is understood that the participants and prospective lower tier participant has done so in accordance with the following:

LOBBYING:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the above signed, to any person for influencing or attempting to influence an officer of employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer/or employee of Congress, or an employee of a Member of Congress in connection with a Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subgrantees shall certify and disclose accordingly.

(d) This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

(a) The prospective lower tier participant shall provide immediate written notice to the person to whom this statement is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

(b) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntary excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the Office of Federal and State Grants Management for assistance in obtaining a copy of those regulations.

(c) The prospective lower tier participant agrees by submitting this statement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency from which this transaction originated.

(d) The prospective lower tier participant further agrees, by submitting this statement, that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
(e) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.
(f) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealing.
(g) Except for transactions authorized under paragraph (e) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, the department or agency from which this transaction originated may, in addition to other remedies available, pursue suspension and/or debarment.

DRUG-FREE WORKPLACE (Grantee other than Individuals)

As required by the Drug-Free Workplace Act of 1988, and subsequent regulations, the applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about the dangers of drug abuse; grantee's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and, the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement; and, notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under paragraph (d) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3124, Washington, D.C. 20202.

CCIP assurance #2

I. The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.

2. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.

3. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.

4. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.

5. That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.

6. That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.

7. That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. § 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

8. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.

9. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.

10. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.

11. That the SUBGRANTEE has adopted effective procedures for:

(A) Acquiring and disseminating to teachers and administrators participating in each program,

significant information resulting from educational research, demonstration and similar projects; and

(B) Adopting, if appropriate, promising educational practices developed through those projects.

12. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794); the Age Discrimination Act (42 U.S.C. § 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. § 12101 et seq.).

13. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following:

(A) Religious worship, instruction, or proselytization.

(B) Equipment or supplies to be used for any of the activities specified in this assurance, herein.
(C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein.

(D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).

14. That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.

15. That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.

16. That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.

17. That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.

18. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.

19. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:

(A) Provide private school students with a genuine opportunity for equitable participation.

(B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.

(C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.

(D) Comply with the requirements of 34 C.F.R. §76.652 through 76.662.

20. That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.

21. That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.

22. That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).

23. That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.

24. That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show:

(A) The amount of funds under the subgrant or grant.

(B) How the SUBGRANTEE uses the funds.

(C) The total cost of the project.

(D) The share of that total cost provided from other sources.

25. If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.

26. That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.

27. That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise

provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.

28. The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to:

(A) The enforcement of any obligations imposed by law.

(B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

29. The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).

30. Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.

31. The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.

32. For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.

33. When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 §__.21 (i) or OMB Circular A-110 §__.22 (l), as applicable.

34. In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.

35. The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property

Acquisition Policies Act of 1970, as amended.

36. That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.

37. That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

38. That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.

39. That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.

40. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements):

(A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE).

(B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.

(D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.

41. Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.

Appendix 5 - Requirements/Permissible Uses of Funds

(Section 135 of the Carl D. Perkins Act)

Each recipient may not use more than 5% of the grant award for administrative purposes. The balance of the funds may be used as follows:

‘‘SEC. 135. LOCAL USES OF FUNDS.
‘‘(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.
‘‘(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—
‘‘(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
‘‘(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
‘‘(B) career and technical education subjects;
‘‘(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
‘‘(3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;
‘‘(4) develop, improve, or expand the use of technology in career and technical education, which may include—
‘‘(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
‘‘(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
‘‘(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
‘‘(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic

counselors who are involved in integrated career and
technical education programs, including—
‘‘(A) in-service and pre-service training on—
S. 250—53
‘‘(i) effective integration and use of challenging
academic and career and technical education provided
jointly with academic teachers to the extent practicable;
‘‘(ii) effective teaching skills based on research that
includes promising practices;
‘‘(iii) effective practices to improve parental and
community involvement; and
‘‘(iv) effective use of scientifically based research
and data to improve instruction;
‘‘(B) support of education programs for teachers of
career and technical education in public schools and other
public school personnel who are involved in the direct
delivery of educational services to career and technical
education students, to ensure that such teachers and personnel
stay current with all aspects of an industry;
‘‘(C) internship programs that provide relevant business
experience; and
‘‘(D) programs designed to train teachers specifically
in the effective use and application of technology to improve
instruction;
‘‘(6) develop and implement evaluations of the career and
technical education programs carried out with funds under
this title, including an assessment of how the needs of special
populations are being met;
‘‘(7) initiate, improve, expand, and modernize quality career
and technical education programs, including relevant technology;
‘‘(8) provide services and activities that are of sufficient
size, scope, and quality to be effective; and
‘‘(9) provide activities to prepare special populations,
including single parents and displaced homemakers who are
enrolled in career and technical education programs, for high
skill, high wage, or high demand occupations that will lead
to self-sufficiency.
‘‘(c) PERMISSIVE.—Funds made available to an eligible recipient
under this title may be used—
‘‘(1) to involve parents, businesses, and labor organizations
as appropriate, in the design, implementation, and evaluation
of career and technical education programs authorized under
this title, including establishing effective programs and procedures
to enable informed and effective participation in such
programs;
‘‘(2) to provide career guidance and academic counseling,
which may include information described in section 118, for
students participating in career and technical education programs,
that—
‘‘(A) improves graduation rates and provides information
on postsecondary and career options, including baccalaureate

degree programs, for secondary students, which
activities may include the use of graduation and career
plans; and
‘‘(B) provides assistance for postsecondary students,
including for adult students who are changing careers or
updating skills;
‘‘(3) for local education and business (including small business)
partnerships, including for—
S. 250—54
‘‘(A) work-related experiences for students, such as
internships, cooperative education, school-based enterprises,
entrepreneurship, and job shadowing that are
related to career and technical education programs;
‘‘(B) adjunct faculty arrangements for qualified
industry professionals; and
‘‘(C) industry experience for teachers and faculty;
‘‘(4) to provide programs for special populations;
‘‘(5) to assist career and technical student organizations;
‘‘(6) for mentoring and support services;
‘‘(7) for leasing, purchasing, upgrading or adapting equipment,
including instructional aids and publications (including
support for library resources) designed to strengthen and support
academic and technical skill achievement;
‘‘(8) for teacher preparation programs that address the
integration of academic and career and technical education
and that assist individuals who are interested in becoming
career and technical education teachers and faculty, including
individuals with experience in business and industry;
‘‘(9) to develop and expand postsecondary program offerings
at times and in formats that are accessible for students,
including working students, including through the use of distance
education;
‘‘(10) to develop initiatives that facilitate the transition
of sub baccalaureate career and technical education students
into baccalaureate degree programs, including—
‘‘(A) articulation agreements between sub-baccalaureate
degree granting career and technical education
postsecondary educational institutions and baccalaureate
degree granting postsecondary educational institutions;
‘‘(B) postsecondary dual and concurrent enrollment programs;
‘‘(C) academic and financial aid counseling for sub baccalaureate
career and technical education students that
informs the students of the opportunities for pursuing a
baccalaureate degree and advises the students on how to
meet any transfer requirements; and
‘‘(D) other initiatives—
‘‘(i) to encourage the pursuit of a baccalaureate
degree; and
‘‘(ii) to overcome barriers to enrollment in and
completion of baccalaureate degree programs, including
geographic and other barriers affecting rural students

and special populations;
‘‘(11) to provide activities to support entrepreneurship education
and training;
‘‘(12) for improving or developing new career and technical
education courses, including the development of new proposed
career and technical programs of study for consideration by
the eligible agency and courses that prepare individuals academically
and technically for high skill, high wage, or high
demand occupations and dual or concurrent enrollment
opportunities by which career and technical education students
at the secondary level could obtain postsecondary credit to
count towards an associate or baccalaureate degree;
‘‘(13) to develop and support small, personalized career themed
learning communities;
S. 250—55
‘‘(14) to provide support for family and consumer sciences
programs;
‘‘(15) to provide career and technical education programs
for adults and school dropouts to complete the secondary school
education, or upgrade the technical skills, of the adults and
school dropouts;
‘‘(16) to provide assistance to individuals who have participated
in services and activities under this Act in continuing
their education or training or finding an appropriate job, such
as through referral to the system established under section
121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
‘‘(17) to support training and activities (such as mentoring
and outreach) in non-traditional fields;
‘‘(18) to provide support for training programs in automotive
technologies;
‘‘(19) to pool a portion of such funds with a portion of
funds available to not less than 1 other eligible recipient for
innovative initiatives, which may include—
‘‘(A) improving the initial preparation and professional
development of career and technical education teachers,
faculty, administrators, and counselors;
‘‘(B) establishing, enhancing, or supporting systems
for—
‘‘(i) accountability data collection under this Act;
or
‘‘(ii) reporting data under this Act;
‘‘(C) implementing career and technical programs of
study described in section 122(c)(1)(A); or
‘‘(D) implementing technical assessments; and
‘‘(20) to support other career and technical education activities
that are consistent with the purpose of this Act.
‘‘(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving
funds under this part shall not use more than 5 percent of the
funds for administrative costs associated with the administration
of activities assisted under this section.

Local Perkins 5-year Plan Template

Carl D. Perkins Career and Technical Education Act of 2006 Local 5-Year Performance Plan

for

Secondary, Adult and Postsecondary Recipients

Name of Recipient:
Primary Contact:
E-mail:
Phone:

Introduction

This Perkins Local Five-Year planning document is designed to enable grant recipients to briefly describe the strategies and activities they plan to incorporate to meet the intent of the Perkins Act by improving the career-technical programs it supports. For convenience, the Ohio Department of Education (ODE) has compiled a sampling of suggested activities and strategies that may be selected and implemented by recipients to help them effectively and efficiently meet the Act's requirements. **As recipients complete this planning document, please be reminded that the activities selected and described herein should be employed as part of a five-year strategic planning process.** A companion Planning Guide that provides additional direction, guidance and submission instruction is available on the ODE Career-Technical and Adult Education Administrative Field Services web site at www.ode.state.oh.us. All subsections of the plan document must be addressed by all recipients unless otherwise indicated. Activities/strategies considered compulsory for final plan approval have been pre-selected within each section.

Required Components of the Five-Year Performance Plan

I. **Stakeholder participation** (Secondary, Adult, and Postsecondary)

Plans to improve performance require discussions with and input from key stakeholders as specified in Perkins IV legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Regardless of the improvement processes in which a recipient has been involved, the performance plan requires that key stakeholders be involved in some or all parts of the process. The participants should meet annually for evaluation on the progress of the plan's implementation with minutes of the meetings kept on file.

Local plans must describe how stakeholders participated in the discussion, development, implementation or evaluation of the Performance Plan.

Levels of involvement must be one or more of the following: (1) discussion, (2) development, (3) implementation, (4) evaluation

For Secondary Workforce Development recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representative
Students
Parents
Representative of Special Populations
Career/Guidance Counselors

For Adult Workforce Development recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representatives
Career/Guidance Counselors
Students
Representative of Special Populations

For Postsecondary (college) recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

College president, vice president, or dean
Tech Prep Consortia representative
Academic faculty
Technical faculty
Academic Advisors
Students
Business/Industry/Labor representatives
Representative for Special Populations

Check all boxes that apply to each stakeholder group's level of involvement as applicable.

Group	Discussion	Development	Implementation	Evaluation
CTPD Superintendent/College President	☐	☐	☐	☐
Associate School Superintendents	☐	☐	☐	☐
Tech Prep Consortia Representative	☐	☐	☐	☐
Students	☐	☐	☐	☐
Academic Teachers/Faculty	☐	☐	☐	☐
Technical Teachers/Faculty	☐	☐	☐	☐
Administrators	☐	☐	☐	☐
Business/ Industry/Labor rep.	☐	☐	☐	☐
Representatives of Special Populations	☐	☐	☐	☐
Tech Prep Consortia Representatives	☐	☐	☐	☐
Counselors/Academic Advisors	☐	☐	☐	☐
Parents (Secondary)	☐	☐	☐	☐
Government. Agency Representatives	☐	☐	☐	☐
Other Interested Individuals	☐	☐	☐	☐

1. Continuous Stakeholder Participation [Sec. 134(b)(5)]

Describe briefly how these groups will be effectively informed about, and assisted in understanding, the requirements of Perkins IV **including the development and implementation of programs of study over the life of the plan.**

(Insert response that addresses the required elements in text box below)

II. Program Administration and Development (Secondary, Adult, Postsecondary)

2. Describe how CTE programs will be carried out with funds received under this title: [Sec. 134(b)(1)]

Type of recipient (compact, comprehensive, JVSD, adult, postsecondary, adult consortium):	
Number of approved programs/college majors:	
Number of career fields represented:	
List names of associate schools and or districts (**secondary only**):	
List names of schools that contract with the recipient for career technical programming(**secondary only**):	

2. Describe how the recipient will collaborate with its educational partners (including Tech Prep Consortia) to develop and offer the appropriate courses of not less than one of the career and technical programs of study as described in Sec.122(c)(1)(a). [Sec. 134(b)(3) (A)

See P. 11-12 of the Planning Guide for additional information.

Recipients shall:

- Have developed a State approved Program of Study (POS) in at least one career field by the end of FY2009.
- Implement State approved POS throughout all its secondary workforce development program offerings by FY2014.
- Describe how academic content standards and career-technical content standards are being integrated through POS and Course of Study (COS) review.
- Document local stakeholder committee discussions that have occurred regarding the dissemination of information about Programs of Study to counselors, learners and their families, if applicable.
- Emphasize Science, Technology Engineering and Mathematics (STEM) and other high-skill, high-wage and high-demand Programs of Study.

- Consider special populations as Programs of Study are developed.

- Encourage and collaborate with partner education agencies in disseminating Programs of Study information to the constituencies of those partner agencies, including Special Populations.

(Describe the Planned Program of Study implementation process in text box below)

3. Improve the Academic and Technical Skills of Students <u>and</u> Ensure Rigorous Career Technical and Academic Content Standards [Sec. 134(b)(3)(B)(D)]; [Sec.135(b)(1)]

Describe how the recipient will ensure that career-technical students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students and how the recipient will improve the academic and technical skills of career-technical education students by integrating coherent and rigorous content aligned with challenging academic standards into career technical curriculum.

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected as indicated with "x."**

Examples of strategies a recipient may use to improve the academic and technical skills of students by promoting rigorous career technical content aligned with challenging academic standards may include, but are not limited to:

☒ Course content aligned with recognized technical standards **(required)**
☒ Course content aligned with current academic content standards and/or Ohio CORE requirements **(required)**
☐ Provide dual enrollment programs
☐ Develop and implement programs of study to facilitate a seamless transition from secondary to post-secondary education
☐ Advisory committees input on the development/delivery of more rigorous content
☐ Professional development designed to promote rigorous academic and career-technical content standards
☐ Academic and career-technical collaborative lessons
☐ Senior capstone projects
☐ Writing across curriculum
☐ Math across curriculum
☐ Reading across curriculum

☐ Common planning time ☐ Program course of study revisions that reflect current academic and career-technical content standards ☐ Provide professional development activities that reinforce integration ☐ Support inquiry-based and problem-based education
Describe Other:

4. Encourage secondary career-technical student enrollment in rigorous core academic courses [Sec 134 (b)(3)(E) (Secondary Only)

Describe how the recipient will encourage career-technical students at the **secondary level** to enroll in rigorous and challenging courses in core academic subjects.

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected as indicated with "x."** Examples a recipient may include, but are not limited to: ☒ Implement rigorous academic and career-technical programs of study. **(required)** ☐ Provide career guidance and academic counseling. ☐ Provide extra time and extra help for students in rigorous academic courses. ☐ Promote Career-Technical Student Organization (CTSO) involvement. ☐ Eliminate remedial academic courses. ☐ Use business/industry mentors to encourage rigorous course selection by students.
Describe Other:

5. Develop and expand the use of technology [Sec. 135(b)(4), [135(b)(7)])

Describe how the recipient will develop, improve or expand the use of technology in career-technical education.

Check applicable boxes and provide any additional information under "describe other." Examples a recipient may include, but not limited to:

☐ Professional development that focuses on technology, including distance learning ☐ Purchase of relevant high tech program equipment ☐ Prepare students for entry into high technology fields including STEM ☐ School collaboration with technology industries including internships and mentoring programs ☐ Leverage technical resources from stakeholders
Describe Other:

6. Provide students an understanding of and experience in all aspects of an industry [Sec. 134(b)(3)(C)] [Sec. 135(b)(3)]

Describe how the recipient will provide all career-technical education students with strong experience in, and understanding of, all aspects of the industry that the student is preparing to enter.

Check applicable boxes and provide any additional information under "describe other." ☐ Provide career information ☐ In-class presentations from stakeholders and employers ☐ Field trips to related business/industry ☐ Career-Technical Student Organization (CTSO) participation ☐ Job shadowing opportunities ☐ Mentoring ☐ Participation in practicum or internship
Describe Other:

III. Program Performance and Evaluation (Secondary, Adult and Postsecondary)

1. Local Levels of Performance [Sec. 134(b)(2)], [Sec.113 (b)(4)(A)(i)(ii)]

Describe how career-technical education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV.

Comprehensive data analysis using defined performance indicators is an integral component of continuous improvement. By collecting, organizing, analyzing and developing reasonable hypotheses from multiple indicators, a recipient can begin to understand how to be more effective. It is imperative that recipients look at demographics, stakeholder perceptions, student learning and process data over time, and then consider the interaction of those data elements. In addition, data exist at various levels - recipient, program, classroom and student. All must be used to sharpen the focus of the analysis.

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected**.

Examples of processes a recipient may select to examine current levels of performance may include but are not limited to:

- ☒ Institute regularly scheduled collaboration among member districts and/or consortia members (including Tech Prep) to analyze data for accuracy and inform subsequent decision making. **(required)**
- ☒ Analyze disaggregated performance data by student category (gender, race, ethnicity, special populations and Tech Prep) to target improvement efforts. **(required)**
- ☐ Examine and improve local policies and procedures regarding the accurate collection and reporting of data.
- ☐ Collaborate with member districts to monitor data verification reports for accuracy during the reporting window.
- ☐ Share performance data among participating districts within a CTPD or consortium.
- ☐ Use recipient level data to target improvement efforts and develop improvement plans.
- ☐ Provide professional development opportunities designed to improve data quality and in the use of data to improve performance.
- ☐ Identify and analyze relevant program, classroom, and student level data that will determine factors that are contributing to, or detracting from, student performance.
- ☐ Analyze current labor market trends to influence programmatic investment and disinvestment decisions
- ☐ Conduct surveys of student and stakeholder perceptions of quality and customer satisfaction. Use the data collected to develop improvement strategies.
- ☐ Use data to direct decisions leading to the development of goals and strategies designed to improve student performance

Describe Other:

2. Technical Skill Attainment/Assessment

Describe how **all** career-technical students will be assessed in the program areas where valid and reliable state-recognized technical skill assessments are available. ***See the Planning Guide (p.16-17) for more specific information on this requirement.***

Describe how Technical Skill Assessment will occur

3. Local Evaluation [Sec. 134(b)(7)], [Sec. 135(b)(6)]

Describe how local self-evaluations will be based on the federal and state performance indicators. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient, including an assessment of how the needs of special populations are being met.

Examples of evaluation activities may include, but are not limited to:

Check applicable boxes and provide any additional information under "describe other."
Examples of evaluation activities include, but are not limited to: ☐ Analysis of local federal performance indicator data ☐ Analysis of local state performance indicator data ☐ Input of stakeholder and program/career field level advisory committees ☐ Student survey data analysis ☐ Stakeholder survey data analysis ☐ Annual Program of Study implementation progress ☐ Utilize opportunities for technical assistance through the Office of CTAE ☐ Use monitoring reports to generate improvement strategies ☐ Use disaggregated performance data for all student categories (gender, race, ethnicity, special populations and Tech Prep) to target areas of weakness
Describe Other:

IV. **Services to Special Populations** (Secondary, Adult, Postsecondary)

Special populations are defined as:

- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

1. Overcome Barriers to Special Populations [Sec. 134(b)(8)(A)]

Describe how the recipient will identify and adopt strategies to overcome barriers that prevent special populations from entering and succeeding in career-technical education programs.

Check applicable boxes and provide any additional information under "describe other."

Strategies a recipient may include, but are not limited to:

☐ Provide appropriate student placement and transition services through the individualized educational plan (IEP)
☐ Increase collaboration between associate schools and recipients to improve services to special populations
☐ Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunities
☐ Encourage career-technical student organization (CTSO) participation by members of special populations
☐ Provide career information through the Ohio Career Information System (OCIS)
☐ Provide support groups to encourage students
☐ Provide individualized career counseling to special populations students
☐ Provide ESL classes for students with limited English proficiency
☐ Promote career exploration and planning prior to enrollment in career-technical programs including Individual Academic and Career Plan (IACP) services
☐ Provide classes to facilitate employment in high-skill, high-wage high-demand occupations
☐ Provide professional development to staff designed to improve instructional delivery and support services to special populations
☐ Assure equal access for non-traditional students in all programs

Describe Other:

2. Provide programs that enable Special Populations to meet performance indicators [Sec. 134(b)(8)(B)]

Describe how the recipient will provide programs that are designed to enable special population students to meet local adjusted levels of performance.

Check applicable boxes and provide any additional information under "describe other." Strategies a recipient may include, but are not limited to: ☐ Utilize IEP recommendations to modify programs for secondary students with Disabilities. ☐ Provide accommodations to enable students with disabilities to participate in mainstream programs. ☐ Provide services and support to assure full participation for special populations. ☐ Provide career awareness programs and services that facilitate appropriate program selection by members of special populations. ☐ Provide services and appropriate instructional materials to limited English proficiency students. ☐ Provide appropriate accommodations for technical and academic skill assessments for special populations students. ☐ Provide support services for non-traditional students designed to increase program participation and completion. ☐ Target special populations students in marketing efforts for programs leading to high-wage, high-skill or high-demand occupations. ☐ Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
Describe Other:

3. **Provide activities to prepare Special Populations for high-skill, high-wage or high-demand occupations [Sec. 134(b)(8)(C)]**

Describe how the recipient will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Check applicable boxes and provide any additional information under "describe other." Strategies/activities a recipient may include, but are not limited to: ☐ Provide job shadowing, internships, externships, co-ops, clinicals, early placement and mentoring opportunities. ☐ Encourage enrollment of special populations in all programs with emphasis on high wage, high skill, or high demand occupations. ☐ Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation. ☐ Provide support services for non-traditional students designed to increase program participation and completion. ☐ Provide career assessment services designed to evaluate aptitudes and interests leading to appropriate program placement. ☐ Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunity. ☐ Provide services that facilitate the transition of special populations students to work, independent living and additional education. ☐ Provide activities specific to the identified needs of single parents and displaced homemakers that will prepare them for success in high-wage, high-skill, high demand occupations and become self-sufficient. ☐ Provide services and programs to assist pregnant or parenting learners to remain in School.
Describe Other:

4. **Nondiscrimination [Sec. 134(b)(9)]**

Describe how the recipient will assure that members of special populations are not discriminated against based on their status as members of special populations.

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected.**

Examples of strategies a recipient may employ to assure nondiscrimination may include but not limited to:

- ☒ Provide a Title IX Coordinator. **(required)**
- ☐ Provide physical accessibility.
- ☐ Provide appropriate accommodations in instructional and assessment practices.
- ☐ Provide ongoing nondiscrimination professional development to staff.
- ☐ Provide student and staff diversity educational training with regards to nondiscrimination.
- ☐ Develop and disseminate racially and ethnically diverse program marketing materials.
- ☐ Provide assisted technology
- ☐ Update progress reports on IEPs.

Describe Other:

5. Promote preparation for Nontraditional Fields [Sec. 134(b)(10)] [135(b)(9)]

Describe how the recipient will use funds to promote preparation for non-traditional fields. Nontraditional fields are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Check applicable boxes and provide any additional information under "describe other."

Strategies/activities a recipient may include, but are not limited to:

- ☐ Providing career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation;
- ☐ Providing students with work related experiences in nontraditional fields (i.e., internships, job shadowing, school-based enterprises);
- ☐ Providing students with nontraditional opportunities through career-technical student organizations;
- ☐ Teaching curricula with gender neutral applications;
- ☐ Providing information about educational programs of study and training that prepare students for employment in nontraditional high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in

Ohio offering degrees or certificates;
☐ Providing professional development on promoting non-traditional participation;
☐ Including non-traditional members on advisory committees;
☐ Using gender neutral marketing materials for recruitment purposes;
☐ Promoting non-traditional student support groups including mentors; and/or
☐ Using non-traditional success stories to promote participation and retention.

Other:

V. Professional Development and Staff Retention (Secondary, Adult and Postsecondary)

1. Professional Development to promote academic integration [Sec.134(b)(4)], [135(b)(5)]

Describe how the recipient will provide comprehensive professional development (including initial teacher preparation) for career-technical education, academic, guidance and administrative personnel that high quality, sustained, intensive, focused on instruction, promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career-technical education (including curriculum development) and increase the academic knowledge and understanding of industry standards, as appropriate for secondary and postsecondary academic and career-technical teachers, faculty, administrators and counselors**. Perkins funds used for professional development must be used to provide ongoing experiences that are a part of a high quality, sustained and intensive professional development program.**

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected**.

In-Service and Pre-Service Professional development activities a recipient may employ include but are not limited to:

☒ Promote the integration of coherent and rigorous academic content with career-technical education curriculum. **(required)**
☐ Encourage applied learning that contributes to the academic and professional-technical education knowledge of the student.
☐ Provide the knowledge and skills necessary to work with and improve instruction for special populations; and assist in accessing and using data.
☐ Promote effective teaching skills based on research that includes promising practices.
☐ Promote effective practices to improve parental and community involvement.
☐ Promote effective use of scientifically based research and data to improve instruction.
☐ Support education programs for teachers and other staff who are involved in the direct delivery of educational services to career-technical students, to ensure that such

teachers and personnel stay current with all aspects of an industry. ☐ Provide staff externship programs that provide relevant business experience. ☐ Provide programs designed to train staff specifically in the effective use and application of technology to improve instruction, which may include distance learning.
Describe Other:

3. Recruitment and Retention of Career-Technical Education Teachers, faculty and counselors [Sec. 134(b)(12)(A)]

Describe planned efforts to 1) improve the recruitment and retention of career-technical education teachers, faculty, and career and academic counselors and 2) increase the number of staff from underrepresented groups in the teaching profession.

Check applicable boxes and provide any additional information under "describe other." Efforts a recipient may include, but are not limited to: ☐ Induction programs for new teachers ☐ Teacher mentoring programs ☐ Actively recruit minority teachers ☐ Actively recruit non-traditional teachers ☐ Actively recruit individuals with disabilities
Describe Other:

4. Transition to Teaching From Business and Industry [Sec. 134(b)(12)(B)]

Describe planned efforts to improve the transition to teaching from business and industry. Efforts may include, but are not limited to:

Check applicable boxes and provide any additional information under "describe other." Efforts a recipient may include, but are not limited to: ☐ New teacher induction programs ☐ Teacher mentoring programs ☐ Provide tuition reimbursement for Route B certification process (secondary) ☐ Increase the number of teachers that meet teacher certification or licensing

requirements ☐ Utilize Troops to Teachers recruitment efforts ☐ Provide information that encourages entrance into the teaching profession to business organizations, such as labor unions, chamber of commerce, etc.
Describe Other:

VI. **Student Services** (Secondary, Adult, Postsecondary)

1. Career Guidance and Academic Counseling [Sec. 134(b)(11)]

Describe how career guidance and academic counseling will be provided for career-technical education students that include linkages to future education and training opportunities.

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected.** Strategies a recipient may include, but are not limited to: ☒ Providing information about educational Programs of Study and training that prepare students for employment in high-skill, high-wage, high-demand fields, including program descriptions, admissions requirements, typical course work, and the post-secondary institutions in Ohio offering related degrees or certificates including Adult Workforce Education (AWE) and apprenticeships **(required)** ☐ Providing information to students about occupational fields that may include job descriptions, required aptitudes, work settings, hiring practices, wages, employment outlook, and preparation requirements. ☐ Providing Ohio Career Information System (OCIS) and Individual Academic Career Plan (IACP), Pathways information, Programs of Study information, and Vocational Assessment Services, labor market information (including worker supply and demand).
Describe Other:

2. 3% Earmark (From Ohio's State Plan)

Three percent of each recipient's grant amount must be earmarked for activities that provide "support for learner success." Local recipients must describe how they will collaboratively plan for and use these funds. These activities should identify the ways students' best learn in career-technical programs and provide appropriate activities and services to help all students in career-technical programs achieve at a high level.

See the Planning Guide Pages 25-26 for more specific guidance on planning requirements for this section.

(Insert response that addresses the required elements in text box below)

Ohio Department of Education Assurances

Certification Regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace Lower Tier Covered Transactions Requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, are prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and in the required regulations implementing Executive Order 12549. Copies of these regulations may be obtained by contacting the Office of Federal and State Grants Management.

REQUIREMENTS FOR CERTIFICATION

This certification is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the participant or prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. By signing and submitting this statement, it is understood that the participants and prospective lower tier participant has done so in accordance with the following:

LOBBYING:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the above signed, to any person for influencing or attempting to influence an officer of employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer/or employee of Congress, or an employee of a Member of Congress in connection with a Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subgrantees shall certify and disclose accordingly.

(d) This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

(a) The prospective lower tier participant shall provide immediate written notice to the person to whom this statement is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

(b) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntary excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the Office of Federal and State Grants Management for assistance in obtaining a copy of those regulations.

(c) The prospective lower tier participant agrees by submitting this statement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency from which this transaction originated.

(d) The prospective lower tier participant further agrees, by submitting this statement, that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

(e) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.

(f) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealing.

(g) Except for transactions authorized under paragraph (e) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, the department or agency from which this transaction originated may, in addition to other remedies available, pursue suspension and/or debarment.

DRUG-FREE WORKPLACE (Grantee other than Individuals)

As required by the Drug-Free Workplace Act of 1988, and subsequent regulations, the applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about the dangers of drug abuse; grantee's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and, the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement; and, notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under paragraph (d) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3124, Washington, D.C. 20202.

CCIP assurance #2

II. The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public

schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.

2. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.

3. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.

4. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.

5. That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.

6. That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.

7. That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. § 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

8. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.

9. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.

10. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.

11. That the SUBGRANTEE has adopted effective procedures for:

(A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and

(B) Adopting, if appropriate, promising educational practices developed through those projects.

12. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794); the Age Discrimination Act (42 U.S.C. § 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. § 12101 et seq.).

13. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following:

(A) Religious worship, instruction, or proselytization.

(B) Equipment or supplies to be used for any of the activities specified in this assurance, herein.
(C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein.

(D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).

14. That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.

15. That the SUBGRANTEE may not count tuition and fees collected from students

toward meeting matching, cost sharing or maintenance of effort requirements of a program.

16. That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.

17. That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.

18. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.

19. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:

(A) Provide private school students with a genuine opportunity for equitable participation.

(B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.

(C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.

(D) Comply with the requirements of 34 C.F.R. §76.652 through 76.662.

20. That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.

21. That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.

22. That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).

23. That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.

24. That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show:

(A) The amount of funds under the subgrant or grant.

(B) How the SUBGRANTEE uses the funds.

(C) The total cost of the project.

(D) The share of that total cost provided from other sources.

25. If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.

26. That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.

27. That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.

28. The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to:

(A) The enforcement of any obligations imposed by law.

(B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

29. The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).

30. Personnel employed as teachers and instructional aides by the SUBGRANTEE or

personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.

31. The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.

32. For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.

33. When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 §__.21 (i) or OMB Circular A-110 §__.22 (l), as applicable.

34. In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.

35. The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.

36. That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.

37. That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

38. That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.

39. That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of

approved projects, obligations have the same meaning as contained in 34 CFR 76.707.

40. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements):

(A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE).

(B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.

(D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.

41. Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.

Signature Page

CTPD Superintendent/ College President:_____ Date:_____

CTPD Treasurer/College Fiscal representative: __ _____ Date:_____

ODE AFS Liaison/OBR representative_____ __Date:_____

ODE Assistant Director:___ _ _____ Date:_____

APPENDIX C:

TECHNICAL ASSESSMENTS

Secondary — Ohio Career-Technical Competency Assessments

Subject Code	Subject Name	OCTCA
010001	Environmental and Agricultural Science	N/A
010201	Agricultural and Industrial Equipment	Agricultural/Industrial Mechanical Technician – 05DA (Available but not required)
010301	Agribusiness and Production Systems	Agricultural Production Core – 03DA Agricultural Production Core and Beef and Sheep Production – 03DB Agricultural Production Core and Dairy Production – 03DC Agricultural Production Core and Poultry Production – 03DD Agricultural Production Core and Swi
010601	Horticulture	Horticulture Core and Floriculture and Greenhouse Worker – 53DA Horticulture Core and Turf and Landscape Worker – 53DB Horticulture Core and Nursery and Garden Worker – 53DC (All available but not required)
010701	Natural Resource Management	Natural Resources and Forest Industry Worker – 39DA Natural Resources and Resource Conservation – 39DB (All available but not required)
010901	Animal Science and Management	Animal Management Technician – 08DA (Available but not required)
011001	Food Science and Technology	Meat Processor – 46DA (Available but not required)
040001	Arts and Communication Foundation	N/A
040115	Entertainment Marketing	Entertainment Marketing – 30FA
040810	Marketing Management and Research	N/A
040820	E-Commerce Marketing	N/A
040830	Marketing Technology	Marketing Technology – 36EA (paper/pencil) Marketing Technology – 36MB (electronic)
040840	Sports Marketing	N/A
041118	Hospitality and Tourism	Travel and Tourism Marketing – 41DA (Available but not required)
041900	Acquisition and Logistics	N/A
070005	Health Science	N/A
070101	Dental Assistant	Dental Assistant – 23MA Dental Assistant – 23EA
070103	Dental Laboratory Technology	N/A
070203	Medical Laboratory Technology	N/A
070204	Phlebotomy	N/A
070302	Practical Nursing	N/A
070303	Nurse Assisting	N/A
070305	Surgical Technology	N/A
070307	Home Health	N/A
070410	Exercise Science/Sports and Recreation Healthcare	N/A
070603	Optometric Occupations	N/A
070904	Medical Assistant	Medical Assistant – 47FA
070906	Community Health Aide	N/A
070912	Pharmacy Assisting	N/A
070913	Health Unit Coordinator	N/A
070994	Patient Care Technician	N/A
070998	Diversified Health Occupations (DHO)	Diversified Health Occupations – 25HA
074820	Diagnostic Pathway	N/A
074830	Therapeutic Pathway	N/A
074840	Health Support Pathway	N/A
074850	Biotechnology	N/A
074890	Health Informatics Pathway	N/A
079960	Diversified Cooperative Health Occupations (DCHO	N/A
090011	Career Paths for the Teaching Professions	N/A

090201	Early Childhood Education	Early Childhood Education – 16FA
090203	Culinary Arts and Food Service Management	Food Management, Production and Service – 34EA
090205	Hotels and Resorts	Hospitality and Facility Care Services – 40EA
090230	Government and Public Administration	N/A
140001	Business and Management Foundation	N/A
140100	Accounting	Accounting – 01EA
140110	Financial Services	N/A
140200	Information Technology I	itWORKS.OHIO IT Core – 80MB (Available but not required)
140210	Information Support and Services	itWORKS.OHIO Information Support Services Modules – 81MB
140220	Network Systems	itWORKS.OHIO Network Systems Modules – 82MB
140230	Programming/ Software Development	itWORKS.OHIO Programming/Software Development Modules – 83MB
140240	Interactive Media	itWORKS.OHIO Interactive Media Modules – 84MB
140300	Administrative/ Office Technology	Administrative Office Technology – 02MA (electronic) Administrative Office Technology – 02EA (paper/pencil)
140310	Legal Office Management	N/A
140320	Medical Office Management	N/A
140800	Business Management	N/A
170005	Construction Technologies	N/A
170006	Manufacturing Technologies	N/A
170100	Environmental Control Technologies	Heating, Ventilation, Air-Conditioning and Refrigeration – 07EA or HVAC - National Construction Career Test (National Center for Construction Education and Research)
170200	Appliance Repair	N/A
170301	Auto Collision Repair	Auto Collision Technician – 09EA
170302	Auto Technology	Auto Mechanics – 10DA or Automotive Youth Educational Systems End of Program Test (Automotive Youth Educational Systems (AYES))
170303	Auto Specialization	N/A
170350	Transportation Systems	N/A
170360	Manufacturing Operations	N/A
170370	Automation and Robotics	
170400	Aviation Occupations	N/A
170401	Aircraft Maintenance	N/A
170403	Ground Operations	N/A
170700	Commercial Art Occupations	Visual Communications Art – 18MA (electronic) Visual Communications Art – 18EA (paper/pencil)
170802	Marine Maintenance	N/A
170900	Commercial Photography Occupations	Commercial Photography – 19DA
171001	Carpentry	Carpentry – 15MA (electronic) Carpentry – 15EA (paper/pencil) or Carpentry- National Construction Career Test – National Center for Construction Education and Research
171002	Electrical	Electrical Trades – 27MB (electronic) Electrical Trades – 27EA (paper/pencil)
171003	Heavy Equipment Operations (Construction)	N/A
171004	Brick, Block and Cement Masonry	Masonry – 45DA
171005	Interior Design Applications	N/A
171007	Plumbing and Pipefitting	N/A
171011	Building and Property Maintenance	Building and Property Maintenance – 12EA
171012	Industrial Maintenance and Repair Occupations	Industrial Maintenance – 42EA
171017	Building Technology	N/A
171100	Custodial Services	N/A
171200	Medium/Heavy Truck Technician	Diesel Mechanics – 24EA
171300	Drafting Occupations	Drafting – 26MA (electronic) Drafting – 26EA (paper/pencil)
171402	Power Transmission	N/A

171503	Electronics	Electronics – 28MA (electronic) Electronics – 28EA (paper/pencil) or Student Electronics Technician (SET) Exam (Electronics Technicians Association International (ETA))
171504	Telecommunications	N/A
171750	Computational Science and Engineering	Ohio - Computational Science and Engineering
171805	Pre- Construction Design	N/A
171806	Career Pathway - Construction Management	N/A
171807	Engineering Technologies – Design	N/A
171808	Engineering Technologies – Process	N/A
171809	Engineering Technologies – Product/Service	N/A
171815	Engineering Technologies – Emerging Cluster	Project Lead The Way –Introduction to Engineering Design Part C Project Lead The Way –Principles Of Engineering Part A and C Project Lead The Way –Digital Electronics Part C
171816	Computer Integrated Manufacturing	Project Lead The Way –Introduction to Engineering Design Part C
171817	Civil Engineering and Architecture	Project Lead The Way - Civil Engineering and Architecture Part C
171818	Fuel Cell Technologies	Ohio- Fuel Cell Technologies
171819	Materials Joining Technologies	Ohio- Materials Joining Technologies
171900	Graphic Occupations	Graphic Communications – 38MA (electronic) Graphic Communications – 38EA (paper/pencil)
172000	Chemical Laboratory Assisting	N/A
172004	Industrial Lab Assisting	N/A
172302	Precision Machining	Precision Machine Technologies – 44EA
172303	Manufacturing Occupations	N/A
172306	Welding and Cutting	Welding – 59EA or Schools Excelling through National Skills Education (SENSE) Level 1 Test - American Welding Society
172601	Barbering	N/A
172602	Cosmetology	N/A
172600	Human Services	N/A
172605	Family and Community Services	N/A
172700	Plastics Occupations	N/A
172801	Fire Fighter Training	N/A
172802	Criminal Justice	Criminal Justice – 43FA
172808	Private Security	Criminal Justice – 43FA
172809	Fundamentals of Public Safety	N/A
172810	Career Paths for the Law Profession	N/A
172811	Emergency Medical Technician – Secondary	N/A
172812	Public Safety Core	N/A
172815	Criminal Science Technologies	N/A
173100	Power Equipment Technology	Power Equipment Technology – 56DA
173601	Wood Product Technologies	N/A
175000	Biomedical Science	N/A

Secondary Industry Assessment Options

Subject Code	Subject Name	Industry Assessment Name (can be used in lieu of OCTCA)	Industry Assessment Code (EMIS)
010001	Environmental and Agricultural Science		
010201	Agricultural and Industrial Equipment		
010301	Agribusiness and Production Systems		
010601	Horticulture		
010701	Natural Resource Management		
010901	Animal Science and Management		
011001	Food Science and Technology		
040001	Arts and Communication Foundation		
040115	Entertainment Marketing		
040810	Marketing Management and Research		
040820	E-Commerce Marketing		
040830	Marketing Technology		
040840	Sports Marketing		
041118	Hospitality and Tourism		
041900	Acquisition and Logistics		
070005	Health Science		
070101	Dental Assistant		
070103	Dental Laboratory Technology		
070203	Medical Laboratory Technology		
070204	Phlebotomy		
070302	Practical Nursing		
070303	Nurse Assisting		
070305	Surgical Technology		
070307	Home Health		
070410	Exercise Science/Sports and Recreation Healthcare		
070603	Optometric Occupations		
070904	Medical Assistant		
070906	Community Health Aide		
070912	Pharmacy Assisting		
070913	Health Unit Coordinator		
070994	Patient Care Technician		
070998	Diversified Health Occupations (DHO)		
074820	Diagnostic Pathway		
074830	Therapeutic Pathway		
074840	Health Support Pathway		
074850	Biotechnology		
074890	Health Informatics Pathway		
079960	Diversified Cooperative Health Occupations (DCHO)		
090011	Career Paths for the Teaching Professions		
090201	Early Childhood Education		
090203	Culinary Arts and Food Service Management		
090205	Hotels and Resorts		
090230	Government and Public Administration		
140001	Business and Management Foundation		
140100	Accounting		
140110	Financial Services		
140200	Information Technology I		
140210	Information Support and Services		
140220	Network Systems		
140230	Programming/ Software Development		
140240	Interactive Media		
140300	Administrative/ Office Technology		

140310	Legal Office Management		
140320	Medical Office Management		
140800	Business Management		
170005	Construction Technologies		
170006	Manufacturing Technologies		
170100	Environmental Control Technologies	HVAC - National Construction Career Test (National Center for Construction Education and Research)	100
170200	Appliance Repair		
170301	Auto Collision Repair		
170302	Auto Technology	Automotive Youth Educational Systems End of Program Test (Automotive Youth Educational Systems (AYES)) NATEF End of Program Test (National Automotive Technician Education Foundation (NATEF))	120 140
170303	Auto Specialization		
170350	Transportation Systems		
170360	Manufacturing Operations		
170370	Automation and Robotics		
170400	Aviation Occupations		
170401	Aircraft Maintenance		
170403	Ground Operations		
170700	Commercial Art Occupations		
170802	Marine Maintenance		
170900	Commercial Photography Occupations		
171001	Carpentry	Carpentry- National Construction Career Test – National Center for Construction Education and Research	160
171002	Electrical		
171003	Heavy Equipment Operations (Construction)		
171004	Brick, Block and Cement Masonry		
171005	Interior Design Applications		
171007	Plumbing and Pipefitting		
171011	Building and Property Maintenance		
171012	Industrial Maintenance and Repair Occupations		
171017	Building Technology		
171100	Custodial Services		
171200	Medium/Heavy Truck Technician		
171300	Drafting Occupations		
171402	Power Transmission		
171503	Electronics	Student Electronics Technician (SET) Exam (Electronics Technicians Association International (ETA))	180
171504	Telecommunications		
171750	Computational Science and Engineering	Ohio - Computational Science and Engineering	
171805	Pre- Construction Design		
171806	Career Pathway - Construction Management		
171807	Engineering Technologies – Design		
171808	Engineering Technologies – Process		
171809	Engineering Technologies – Product/Service		
171815	Engineering Technologies – Emerging Cluster	Project Lead The Way –Introduction to Engineering Design Part C Project Lead The Way –Principles Of Engineering Part A and C Project Lead The Way –Digital Electronics Part C	360 320 340
171816	Computer Integrated Manufacturing	Project Lead The Way –Introduction to Engineering Design Part C	360
171817	Civil Engineering and Architecture	Project Lead The Way - Civil Engineering and Architecture Part C	380
171818	Fuel Cell Technologies	Ohio- Fuel Cell Technologies	240
171819	Materials Joining Technologies	Ohio- Materials Joining Technologies	220
171900	Graphic Occupations		
172000	Chemical Laboratory Assisting		
172004	Industrial Lab Assisting		
172302	Precision Machining		
172303	Manufacturing Occupations		
172306	Welding and Cutting	Schools Excelling through National Skills Education (SENSE) Level 1 Test - American Welding Society	200
172601	Barbering		
172602	Cosmetology		
172600	Human Services		
172605	Family and Community Services		
172700	Plastics Occupations		
172801	Fire Fighter Training		
172802	Criminal Justice		
172808	Private Security		
172809	Fundamentals of Public Safety		
172810	Career Paths for the Law Profession		
172811	Emergency Medical Technician – Secondary		
172812	Public Safety Core		
172815	Criminal Science Technologies		
173100	Power Equipment Technology		
173601	Wood Product Technologies		
175000	Biomedical Science		

Ohio Adult Technical Assessments

Bench Mark	Subject Code	Subject Description	OCAP Test Code	Test Name	Test Description
66	010201	Agriculture and Industrial Equipment	05DA	Agriculture/Industrial Mechanical Technician	
43	010301	Agribusiness and Production Systems	03DA	Agriculture Production Core	
51	010301	Agribusiness and Production Systems	03DB	Agriculture Production Core and Beef and Sheep Production	
50	010301	Agribusiness and Production Systems	03DC	Agriculture Production Core and Dairy Production	
50	010301	Agribusiness and Production Systems	03DD	Agriculture Production Core and Poultry Production	
47	010301	Agribusiness and Production Systems	03DE	Core and Swine	
65	010601	Horticulture	53DA	Horticulture Core and Floriculture and Greenhouse Worker	
65	010601	Horticulture	53DB	Horticulture Core and Turf and Landscape Worker	
71	010601	Horticulture	53DC	Horticulture Core and Nursery and Garden Worker	
71	010701	Natural Resource Management	39DA	Natural Resources and Forest Industry Worker	
70	010701	Natural Resource Management	39DB	Natural Resources and Resource Conservation	
67	010901	Animal Science and Management	08DA	Animal Management Technician	
56	011001	Food Science and Technology	46DA	Meat Processor	
50	040115	Entertainment Marketing	30EA	Entertainment Marketing	
50	040115	Entertainment Marketing	30FA	Entertainment Marketing	
0	040115	Entertainment Marketing	30E	Entertainment Marketing	
61	040830	Marketing Technology	36EA	Marketing Technology	
59	040830	Marketing Technology	36MA	Marketing Technology	
58	041118	Hospitality and Tourism	41DA	Travel and Tourism Marketing	
58	041118	Hospitality and Tourism	41EA	Travel and Tourism Marketing	
62	070101	Dental Assistant	23EA	Dental Assistant	
60	070101	Dental Assistant	23MA	Dental Assistant	
70	070305	Surgical Technology	PAE	Program Assessment Exam	
79	070904	Medical Assistant	47EA	Medical Assistant	
79	070904	Medical Assistant	47FA	Medical Assistant	
66	070998	Diversified Health Occupations	25GA	Diversified Health Occupations	
68	070998	Diversified Health Occupations	25HA	Diversified Health Occupations	
70	090201	Early Childhood Education and Care	16EA	Early Childhood Education and Care	
70	090201	Early Childhood Education and Care	16FA	Early Childhood Education and Care	
43	090202	Fashion, Clothing and Interiors, Production and Services	17DA	Clothing and Interiors, Production and Services	
64	090203	Culinary Arts and Food Service Management	34EA	Food Production, Management and Services	
63	090205	Hotels and Resorts	40EA	Hospitality and Facility Care Services	
59	140100	Accounting	01EA	Accounting	
61	140200	Business Information Technology	70MA	Information Technology Core Modules	
62	140210	Information Services and Support	71MA	IT Core + Information Support Services Modules	
64	140210	Information Services and Support	2415	NOCTI Computer Repair Technology	
63	140220	Network Systems	72MA	IT Core + Network Systems Modules	
60	140230	Programming/Software Development	73MA	IT Core + Programming & Software Development Modules	
59	140240	Interactive Media	74MA	IT Core + Interactive Media Modules	
62	140300	Administrative/Office Technology	02EA	Administrative Office Technology	
61	140300	Administrative/Office Technology	02MA	Administrative Office Technology	
74	170100	Air-Conditioning, Heat, and Refrigeration Technician	07EA	Heating, Ventilation, Air-Conditioning, and Refrigeration	
60	170100	Air-Conditioning, Heat, and Refrigeration Technician	73MA	IT Core + Programming & Software Development Modules	

60	170100	Air-Conditioning, Heat, and Refrigeration Technician	RACH	ICE - Residential Air Conditioning & Heating
60	170100	Air-Conditioning, Heat, and Refrigeration Technician	LCAC	ICE - Light Commercial Air Conditioning & Heating
55	170100	Air-Conditioning, Heat, and Refrigeration Technician	3045	NOCTI-HVAC 3045
55	170100	Air-Conditioning, Heat, and Refrigeration Technician	3064	NOCTI HVAC & Refrigeration 3064
75	170200	Applicance Repair	GCAP	PSA Graduate Technician Rating Exam
70	170301	Auto Collision Repair	09EA	Auto Collision Technician
64	170301	Auto Collision Repair	1083	NOCTI Collision Repair/Refinishing Technology
35	170301	Auto Collision Repair	PR	ASE Painting & Refinishing Certification Exam B2
37	170301	Auto Collision Repair	NSAD	ASE Non-Structural Analysis & Damage Repair B3
35	170301	Auto Collision Repair	SADR	ASE Structural Analysis & Damage Repair B4
35	170301	Auto Collision Repair	MEC	ASE Mechanical & Electrical Components B5
35	170301	Auto Collision Repair	DAE	ASE Damage Analysis & Estimating B6
65	170302	Auto Technology	10DA	Automotive Technician
66	170302	Auto Technology	3008	NOCTI Automotive Technician 3008
34	170302	Auto Technology	ER	ASE Engine Repair A1
33	170302	Auto Technology	ATT	ASE Automatic Transmission/Transaxle (A2)
26	170302	Auto Technology	MDTA	ASE Manual Drive Train & Axles A3
26	170302	Auto Technology	ASES	ASE Suspension & Steering A4
32	170302	Auto Technology	ASEB	ASE Brakes A5
33	170302	Auto Technology	ASEE	ASE Electrical/Electronic Systems A6
34	170302	Auto Technology	HAC	ASE Heating & Air Conditioning A7
42	170302	Auto Technology	EP	ASE Engine Performance A8
60	170700	Commercial Art Occupations	18EA	Visual Communication Art
58	170700	Commercial Art Occupations	18MA	Visual Communication Art
88	170802	Marine Mechanics	1076	NOCTI Marine Mechanics 1076
69	170900	Commercial Photography Occupations	19DA	Commercial Photography
67	171001	Carpentry	15EA	Carpentry
67	171001	Carpentry	15MA	Carpentry
66	171001	Carpentry	3015	NOCTI Carpentry 3015
66	171002	Electrical Trades	27EA	Electrical Trades
68	171002	Electrical Trades	27MA	Electrical Trades
64	171002	Electrical Trades	3030	NOCTI Electrical Construction 3030
73	171003	Heavy Equipment	2046	NOCTI Heavy Equipment Maintenance Repair 2046
58	171004	Masonry	45DA	Masonry
49	171005	Painting & Decorating 2060	2060	NOCTI Painting & Decorating 2060
0	171007	Plumbing and Pipefitting	3061	NOCTI Plumbing 3061
65	171007	Plumbing and Pipefitting	41E	NOCTI Plumbing 3061
80	171011	Building and Property Maintenance	12EA	Building and Property Maintenance
73	171011	Building and Property Maintenance	2012	NOCTI Building Trades Maintenance
55	171012	Industrial Maintenance and Repair Occupations	42EA	Industrial Maintenance
48	171012	Industrial Maintenance and Repair Occupations	1074	NOCTI Industrial Maintenance Mechanic
57	171017	Building Technology	1011	NOCTI Building Construction Occupations 1011
67	171200	Medium/Heavy Truck Technician	24EA	Diesel Mechanics
34	171200	Medium/Heavy Truck Technician	ASEB	ASE Brakes A5
38	171200	Medium/Heavy Truck Technician	GE	ASE Gasoline Engines T1

40	171200	Medium/Heavy Truck Technician	DE	ASE Diesel Engines T2
33	171200	Medium/Heavy Truck Technician	DT	ASE Drive Train T3
25	171200	Medium/Heavy Truck Technician	HVAC	ASE Heating, Ventilation, & A/C T7
34	171200	Medium/Heavy Truck Technician	PMI	ASE Preventative Maintenance Inspection T8
35	171200	Medium/Heavy Truck Technician	SS	ASE Suspension & Steering T5
31	171200	Medium/Heavy Truck Technician	ES	ASE Electrical/Electronic Systems T6
48	171300	Drafting Occupations	26EA	Drafting
51	171300	Drafting Occupations	26MA	Drafting
0	171402	Power Transmission	CAST	EEI CAST Exam
58	171503	Electronics	28EA	Electronics
60	171503	Electronics	28MA	Electronics
63	171503	Electronics	1034	NOCTI Electronics 1034
55	171815	Engineering Technology Emerging Project Lead the Way	42EA	Industrial Maintenance
70	171815	Engineering Technology Emerging Project Lead the Way	PLTW	PLTW Module Exams
61	171900	Graphic Occupations	38EA	Graphic Communications
56	171900	Graphic Occupations	38MA	Graphic Communications
67	171900	Graphic Occupations	4042	NOCTI Graphic Communications Technology 4042
75	172302	Precision Machining	44EA	Precision Machine Technologies
74	172302	Precision Machining	3052	NOCTI Precision Machining 3052
50	172306	Welding and Cutting	59EA	Welding
65	172306	Welding and Cutting	3072	NOCTI Welding 3072
49	172306	Welding and Cutting	2056	NOCTI Metalworking & Fabrication 2056
75	172307	Tool and Die Making	44EA	Precision Machine Technologies
50	172310	Ironworker	59EA	Welding
65	172310	Ironworker	3072	NOCTI Welding 3072
49	172310	Ironworker	2056	NOCTI Metalworking & Fabrication 2056
72	172802	Criminal Justice	43EA	Criminal Justice
79	172802	Criminal Justice	43FA	Criminal Justice
72	172808	Private Security	43EA	Criminal Justice
63	173100	Power Equipment Technology	56DA	Power Equipment Technology
0	173201	Electrical Power & Generating Stations	POSS	EEI POSS Exam
66	173601	Millwork & CabinetMaking	1014	NOCTI Cabinetmaking 1014
66	179961	Production Associate Employability Training	99DA	Employability
66	990313	Transitions	99DA	Employability

Ohio Adult Credential Options

Subject Code	Industry Credential Code	Industry Credential Description	Fiscal Year
010201	EETC TC 0201	EETC Technician Certification	2007
010301	ODA CPA 301	Ohio Department of Agriculture License - Commercial Pesticide Applicator	2007
010301	ODA LM 301	Certified Livestock Manager	2007
010301	ODA PA 301	Ohio Department of Agriculture License - Private Applicator (Pesticide)	2007
010601	ODA PA 601	Ohio Department of Agriculture License - Private Applicator (Pesticide)	2007
010601	ODA CPA 601	Ohio Department of Agriculture License - Commercial Pesticide Applicator	2007
010601	ONLA G 601	Ohio Certified Nursery Technician - Grower	2007
010601	ONLA GC 601	Ohio Certified Nursery Technician - Garden Center	2007
010601	ONLA L 601	Ohio Certified Nursery Technician - Landscape	2007
010601	ONLA MT 601	Ohio Certified Nursery Technician - Master Technician	2007
010701	OEPA OTCO 701	OTCO - Operator Certification (Water & Wastewater)	2007
010701	OEPA WW 701	Operator Certification (Water & Wastewater)	2007
010701	ODA CPA 701	Ohio Department of Agriculture License - Commercial Pesticide Applicator	2007
010701	ODA PA 701	Ohio Department of Agriculture License - Private Applicator (Pesticide)	2007
010701	IA CAIS 0701	Certified Agriculture Irrigation Specialist	2007
010901	AALAS 0901	American Association for Laboratory Animal Sciences Certifications:(LAT & LATG)	2007
011001	FST CFP 1001	Certification in Food Protection	2007
040115	eMA CeM 115	Certified eMarketer (CeM)	2007
040115	eMA CeMA 115	Certified eMarketing Associate	2007
040115	ASK BC 115	A*S*K Business Certification	2007
040115	SME CME 115	Certified Marketing Executive (CME)	2007
040115	SME CSE 115	Certified Sales Executive (CSE)	2007
040115	SME SCPS 115	Certified Professional Salesperson (SCPS)	2007
040801	SME SCPS 801	Certified Professional Salesperson (SCPS)	2007
040801	SME CSE 801	Certified Sales Executive (CSE)	2007
040801	SME CME 801	Certified Marketing Executive (CME)	2007
040801	NRF NPCCS 801	National Professional Certification in Customer Service	2007
040801	ASK BC 801	A*S*K* Business Certification	2007
040801	BB BSCT 801	Brainbench Specialized Certification Tests	2007
040801	eMA CeMA 801	Certified eMarketing Associate	2007
040801	ICPM ACM 801	Associate Certified Manager	2007
040801	ICPM CM 801	Certified Professional Manager (CM)	2007
040801	ICSA CCSP 801	Certified Customer Service Professional (CCSP)	2007
040803	IBTA CBP E 803	Certified Business Professional (CBP) Executive	2007
040803	IBTA CBP ME 803	Certified Business Professional (CBP) Master Executive	2007
040803	IBTA CBP P 803	Certified Business Professional (CBP) Professional	2007
040803	PET CS 803	PET Customer Service /C-Tec of Licking County	2007
040810	SME CME 810	Certified Marketing Executive (CME)	2007
040810	SME CSE 810	`	2007
040810	SME SCPS 810	Certified Professional Salesperson (SCPS)	2007
040810	NRF NPCCS 810	National Professional Certification in Customer Service	2007
040810	IBTA CBP P 810	Certified Business Professional (CBP) Professional	2007
040810	IBTA CBP ME 810	Certified Business Professional (CBP) Master Executive	2007

040810	IBTA CBP E 810	Certified Business Professional (CBP) Executive	2007
040810	ICSA CCSP 810	Certified Customer Service Professional (CCSP)	2007
040810	ICPM CM 810	Certified Professional Manager (CM)	2007
040810	ICPM ACM 810	Associate Certified Manager	2007
040810	eMA CeMA 810	Certified eMarketing Associate	2007
040810	BB BSCT 810	Brainbench Specialized Certification Tests	2007
040810	ASK BC 810	A*S*K* Business Certification	2007
040820	BB BSCT 820	`	2007
040820	eMA CeMA 820	Certified eMarket Associate (CeMA)	2007
040820	CompTIA eBiz 820	eBiz+ Certification	2007
040820	CompTIA iNet 820	iNet+Certification	2007
040820	eMA CeM 820	Certified eMarketer (CeM)	2007
040820	IWA CWP 820	Certified Web Professional (CWP)	2007
040820	SME SCPS 820	Certified Professional Salesperson (SCPS)	2007
040820	SME CSE 820	Certified Sales Executive (CSE)	2007
040820	SME CME 820	Certified Marketing Executive (CME)	2007
040820	WOW C 820	World Organization of Webmasters Certifications - Certified	2007
040820	PST CIW 820	Certified Internet Webmaster (CIW)	2007
040830	SME CEM 830	Certified Marketing Executive (CME)	2007
040830	SME CSE 830	Certified Sales Executive (CSE)	2007
040830	SME SCPS 830	Certified Professional Salesperson (SCPS)	2007
040830	NRF NPCCS 830	National Professional Certification in Customer Service	2007
040830	eMA CeMA 830	Certified eMarketing Associate	2007
040830	ICPM ACM 830	Associate Certified Manager	2007
040830	ICPM CM 830	Certified Professional Manager (CM)	2007
040830	ICSA CCSP 830	Certified Customer Service Professional (CCSP)	2007
040830	IBTA CBP E 830	Certified Business Professional (CBP) Executive	2007
040830	IBTA CBP ME 830	Certified Business Professional (CBP) Master Executive	2007
040830	IBTA CBP P 830	Certified Business Professional (CBP) Professional	2007
040830	BB BSCT 830	Brainbench Specialized Certification Tests	2007
040830	ASK BC 830	A*S*K* Business Certification	2007
041118	AHLEI LL 1118	AHLEI Certifications - Line Level	2007
041118	AHLEI M 1118	AHLEI Certifications -Management	2007
041118	NRA FMP 1118	Food Service Management Professional (FMP)	2007
041118	TI CTA 1118	Certified Travel Associate (CTA)	2007
041900	IPP CPP 1900	Certified Packaging Professional (CPP)	2007
041900	IPP CPT 1900	Certified Professional in Training (CPT)	2007
041900	ISL CPL 1900	Certified Professional Logistician (CPL)	2007
041900	ISM APP 1900	Accredited Purchasing Practitioner (APP)	2007
041900	ISM CPM 1900	Certified Purchasing Manager (CPM)	2007
041900	APICS CIRM 1900	Certified in Integrated Resource Management (CIRM)	2007
041900	APICS CPIM 1900	Certified in Production Inventory Management (CPIM)	2007
041900	ASTL CTL 1900	Certified in Transportation and Logistics	2007
070101	CODA OCDA 101	Ohio Certified Dental Assistant	2007
070101	DANB DANBE 101	Dental Assisting National Board Exam	2007
070101	AMT RDA 101	Registered Dental Assistant	2007
070101	OSDB LODR 101	Licensed Ohio Dental Radiographer	2007
070203	NCALP CLP 203	Clinical Laboratory Phlebotomist (CLPlb)	2007

070203	NHA CMLA 203	Certified Medical Laboratory Assistant (CMLA)	2007
070203	AMT CMLT 203	Certified Medical Laboratory Technician	2007
070203	ASCP MLT 203	Medical Laboratory Technician	2007
070204	ASCP PBT 204	Phlebotomy Technician	2007
070204	AMT RPT 204	Registered Phlebotomy Technician	2007
070204	ACA CPT 204	Certified Phlebotomy Technician	2007
070204	IAPS CPT204	Certified Phlebotomy Technician	2007
070204	ASPT PBT 204	Phlebotomy Technician	2007
070204	ASPT CPT 204	ASPT Certified Phlebotomy Technician(CPT)	2007
070204	NHA CPT 204	Certified Phlebotomy Technician	2007
070204	NCCT NCPT 204	National Certified Phlebotomy Technician(NCPT)	2007
070204	NCALP CLP 204	Clinical Laboratory Phlebotomist (CLPlb)	2007
070302	NCLEX-PN 302	Licensed Practical Nurse	2007
070303	ODH STNA 303	State Tested Nurse Aid	2007
070305	LCCST CST 305	Certified Surgical Technologist	2007
070305	AHA CORT 305	Certified Operating/Surgical Room Technician (CORT)	2007
070307	NAHC 307	National Association Home Care	2007
070410	NSCA CPT 410	Certified Personal Trainer (CPT)	2007
070498	SOMB LMT 498	Licensed Massage Therapist	2007
070501	ODH XMO 501	General X-Ray Machine Operator License	2007
070501	NMTCB NMT 501	Nuclear Medicine Technologist	2007
070501	ARRT RTT 501	Registered Radiology Technologist	2007
070603	OSBO 603	Ohio State Board of Optometry	2007
070903	NBRC CRT 903	Certified Respiratory Therapist	2007
070904	NCCT NCMA 904	National Certified Medical Assistant (NCMA)	2007
070904	NCCT NCMOA 904	National Certified Medical Office Assistant (NCMOA)	2007
070904	NHA CPT 902	Certified Phlebotomy Technician	2007
070904	NHA CPT 904	Certified Phlebotomy Technician	2007
070904	NCCT NCPT 904	National Certified Phlebotomy Technician(NCPT)	2007
070904	NHA CMAA 904	Certified Medical Administrative Assistant(CMAA)	2007
070904	ASPT CPT 904	Certified Phlebotomy Technician(CPT)	2007
070904	ASPT PBT 904	Phlebotomy Technician	2007
070904	AMT RMA 904	Registered Medical Assistant (RMA)	2007
070904	AMT RPT 904	Registered Phlebotomy Technician (RPT)	2007
070904	ACA CPT 904	Certified Phlebotomy Technician	2007
070904	ACA CMPC 904	Certified Medical Practice Coder POL (Physician Office Laboratory)	2007
070904	AAMA CMA 904	Certified Medical Assistant	2007
070905	IAHCS CRCST 905	Certified Registered Central Service Technician (CRCST)	2007
070906	OBN CCHW 906	Certified Community Health Worker	2007
070907	NREMT B 907	EMT - Basic	2007
070910	ARDMS RDCS 910	Registered Diagnostic Cardiac Sonographer (RDCS)	2007
070910	ARDMS RDMS 910	Registered Diagnostic Medical Sonographer (RDMS)	2007
070911	AMT CMAS 911	Certified Medical Administrative Assistant(CMAS)	2007
070911	AHIMA CCA 911	Certified Coding Associate (CCA)	2007
070911	AHIMA CCS 911	Certified Coding Specialist (CCS)	2007
070911	AHIMA CCS-P 911	Certified Coding Specialist - Physician	2007
070911	AAPC CPC 911	Certified Professional Coder (CPC)	2007
070911	ACA CPT/CD-9 911	CPT/CD-9 Coding	2007

070911	CMAA 911	Certified Medical Administrative Assistant (CMAA)	2007
070911	CMPC-H 911	Certified Medical Practice Coder - Hospital (CMPC - Hosp)	2007
070911	NHA CMAA 911	Certified Medical Administrative Assistant (CMAA)	2007
070911	NHA CBCS 911	Certified Billing & Coding Specialist (CBCS)	2007
070911	NHA CMT 911	Certified Medical Transcriptionist (CMT)	2007
070911	NCCT NCMOA 911	National Certified Medical Office Assistant (NCMOA)	2007
070911	NCCT NCICS 911	National Certified Insurance & Coding Specialist (NCICS)	2007
070911	NAHP NRCCS 911	Nationally Registered Certified Coding Specialist (NRCCS)	2007
070912	NCCT NCPhT 912	National Certified Pharmacy Technician	2007
070912	NHA CphT 912	Certified Pharmacy Technician (CphT)	2007
070912	PTCB CPhT 912	Certified Pharmacy Technician (CPhT)	2007
070913	NCCT NCMOA 913	National Certified Medical Office Assistant (NCMOA)	2007
070913	NAHUC CHUC 913	Certified Health Unit Coordinator	2007
070947	NREMT I 947	EMT - Intermediate	2007
070987	NREMT P 987	EMT- Paramedic	2007
070994	ODH STNA 994	State Tested Nurse Assistant	2007
070994	NHA CPTT 994	Certified Patient Care Technician (CPCT)	2007
070994	NHA CPT 994	Certified Phlebotomy Technician (CphT)	2007
070994	NHA CET 994	Certified EKG Technician (CET)	2007
070994	NAHC CHHE 994	Certification of Homecare and Hospice Executives	2007
070994	NCCT NCPCT 994	National Certified Patient Care Technician (NCPCT)	2007
070994	NCCT NCET 994	National Certified ECG Technician (NCET)	2007
070994	PET PCT 994	PET Patient Care Technician/C-Tec of Licking County	2007
070994	ASPT CPT 994	Certified Phlebotomy Technician (CPT)	2007
070994	IAPS CPT 994	Certified Phlebotomy Technician	2007
070994	ACAHP CPT 994	Certified Phlebotomy Technician	2007
070994	ACAHP PCT 994	Certified Patient Care Technician	2007
070994	AHIMA CCA 994	Certified Coding Associate	2007
070994	AMT RPT 994	Registered Phlebotomy Technician (RPT)	2007
070996	AMT RPT 996	Registered Phlebotomy Technician	2007
070996	AHIMA CCA 996	Certified Coding Associate	2007
070996	AMT RMA 996	Registered Medical Assistant	2007
070996	ACAHP CPT 996	Certified Phlebotomy Technician	2007
070996	ACAHP CD9 996	CPT/CD-9 Coding	2007
070996	IAPS CPT 996	Certified Phlebotomy Technician	2007
070996	PET H 0996	PET Health DMO /C-Tec of Licking County	2007
070996	NCCT NCET 996	National Certified ECG Technician (NCET)	2007
070996	NCCT NCICS 996	National Certified Insurance & Coding Specialist (NCICS)	2007
070996	NCCT NCPT 996	National Certified Phlebotomy Technician(NCPT)	2007
070996	NHA CPT 996	Certified Phlebotomy Technician (CphT)	2007
071003	OBN OCDT 003	Ohio Certified Dialysis Technician	2007
074850	NCALP CLP 4850	Clinical Laboratory Phlebotomist	2007
074850	AAB POLT 4850	Physician Office Lab Technician	2007
074850	AMT RPT 4850	Registered Phlebotomy Technician (RPT)	2007
090012	ACT WK 012	WorkKeys Proficiency Certificate for Teacher Assistants	2007
090012	NCCT CPI 012	Certified Postsecondary Instructor(CPI)	2007
090201	CPR CDA 201	Child Development Associate Credential	2007
090203	DMA CDM 203	Certified Dietary Manager	2007

090203	HCI TIPS 203	Training for Intervention Procedures Certification (TIPS)	2007
090203	ACF CC 203	Certified Culinarian (CC)	2007
090203	ACF CPC 203	Certified Pastry Culinarian (CPC)	2007
090203	NRA ProMgt 0203	ProManagement	2007
090203	NRA SS 203	ServeSafe	2007
090205	PET CS 0205	PET Customer Service/C-Tec of Licking County	2007
090205	HCI TIPS 205	Training for Intervention Procedures Certification (TIPS)	2007
140100	IMA CMA 100	Certified Management Accountant (CMA)	2007
140100	ABO 100	Certification by the Accountancy Board of Ohio	2007
140100	APA FPC 100	Fundamental Payroll Certification (FPC)	2007
140100	APA CPP 100	Certified Payroll Professional (CPP)	2007
140100	AICPA 100	Certified Public Accountant (CPA)	2007
140100	NCCT NRB 300	National Registered Bookkeeper	2007
140110	ODC MB 110	Mortgage Broker	2007
140110	SCPCU CPCU 110	Chartered Property & Casualty Underwriters (CPCU)	2007
140110	AICPA CPA 110	Certified Public Accountant (CPA)	2007
140110	AICPCUP CPCU 110	Chartered Property and Casualty Underwriter (CPCU)	2007
140110	APA CPP 110	Certified Payroll Professional (CPP)	2007
140110	APA FPC 110	Fundamental Payroll Certification (FPC)	2007
140110	ABO C 110	Certification by Accountancy Board of Ohio	2007
140110	AAFM CFMA 110	Certified Financial Management Analyst (CFMA)	2007
140110	AC CFC 110	Chartered Financial Consultant (ChFC)	2007
140110	AC CLU 110	Chartered Life Underwriter (CLU)	2007
140110	IMA CMA 110	Certified Management Accountant (CMA)	2007
140110	IMA CFM 110	Certified Financial Management (CFM)	2007
140110	GARP FRM 110	Financial Risk Manager (FRM)	2007
140110	FC CFA 110	Certified Financial Analyst (CFA)	2007
140110	CFPBS CFP 110	Certified Financial Planner (CFP)	2007
140200	CISCO CCNA 200	CISCO Certified Network Associate (CCNA)	2007
140200	CompTIA 200	CompTIA Certificates	2007
140200	IC3 0200	IC3	2007
140200	ICDL 200	International Computer Drivers License	2007
140200	M MOS-M 200	Microsoft Office Master (MOS-M)	2007
140200	M MOS 200	Microsoft Office Specialist (MOS)	2007
140200	M MOS-E 200	Microsoft Office Expert (MOS-E)	2007
140200	M MOS-MI 200	Microsoft Office Master Instructor (MOS-MI)	2007
140210	M MOS-MI 210	Microsoft Office Master Instructor (MOS-MI)	2007
140210	M MOS-E 210	Microsoft Office Expert (MOS-E)	2007
140210	M MOS 210	Microsoft Office Specialist (MOS)	2007
140210	M MOS-M 210	Microsoft Office Master (MOS-M)	2007
140210	NOCTI 2415	Computer Repair Technology	2007
140210	ICDL 210	International Computer Drivers License	2007
140210	IC3 210	IC3	2007
140210	CompTIA 210	CompTIA Certifications	2007
140210	CISCO CCNA 210	CISCO Certified Network Associate (CCNA)	2007
140220	C CCNA 220	CISCO Certified Network Associate (CCNA)	2007
140220	C IPCC ESC 220	Cisco IPCC Express Specialist Certification	2007
140220	CompTIA 220	CompTIA Certifications	2007

140220	M MCDBS 220	Microsoft Certified Database Administrator (MCDBA)	2007
140220	PET CNC 220	PET Certified Network Cabling - Copper, Fiber Optics, Telephony/C-Tec of Licking County	2007
140230	M MCDST 230	Microsoft Certified Desktop Support Technician (MCDST)	2007
140230	M MCP 230	Microsoft Certified Professional	2007
140230	M MCSE 230	Microsoft Certified Systems Engineer	2007
140230	M MCAD 230	Microsoft Certified Application Developer	2007
140230	M MCDBA 230	Microsoft Certified Database Administrator (MCDBA)	2007
140230	NOCTI CP 230	Computer Programming	2007
140230	CompTIA 230	CompTIA Certifications	2007
140230	C CCNA 230	CISCO Certified Network Associate (CCNA)	2007
140230	C CCNP 230	Cisco Certified Network Professional (CCNP)	2007
140300	IAAP CPF A300	Certified Professional Secretary (CPS)	2007
140300	ICDL A300	International Computer Drivers License	2007
140300	NCCT CMOA M300	Certified Medical Office Assistant	2007
140300	NCCT NCMOA A300	National Certified Medical Office Assistant (NCMOA)	2007
140300	M MCDA A300	Microsoft Certified Database Administrator	2007
140300	M MOS A300	Microsoft Office Specialist (MOS)	2007
140300	M MCP A300	Microsoft Certified Professional	2007
140300	NALA CLA L800	Certified Legal Assistant (CLA)	2007
140300	OPAC A300	Office Professional Assessment Certification	2007
140310	NALA CLA L310	Certified Legal Assistant (CLA)	2007
140310	NCRA CLVS L310	Certified Legal Video Specialist (CLVS)	2007
140310	NCRA CRI L310	Certified Reporting Instructor (CRI)	2007
140310	NCRA CRR L310	Certified Realtime Reporter (CRR)	2007
140310	NCRA RDR L310	Registered Diplomat Reporter (RDR)	2007
140310	NCRA RPR L310	Registered Professional Reporter (RPR)	2007
140310	NFPA PACE L310	Paralegal Association Competency Examination (PACE)	2007
140310	IAAP CPS L310	Certified Professional Secretary (CPS)	2007
140320	IFEBP CEBS M302	Certified Employee Benefits Specialist (CEBS)	2007
140320	BCSP CSP M302	Certified Safety Professional (CSP)	2007
140320	ABIH OHST M302	Occupational Health and Safety Technologist (OHST)	2007
140320	AHIMA CCA M302	Certified Coding Associate (CCA)	2007
140320	AHIMA CCS M302	Certified Coding Specialist (CCS)	2007
140320	NHA CMAA M302	Certified Medical Administrative Assistant	2007
140320	NAHUC CHUC M302	Certified Health Unit Coordinator	2007
140320	MAB CMBS M302	Certified Medical Billing Specialist (CMBS)	2007
140320	MCI CMC M302	Certified Medical Coder (CMC)	2007
140320	NCCT NCMOA M302	Certified Medical Office Assistnat (NCMOA)	2007
140320	WWA CBP M302	Certified Benefits Professional (CBP)	2007
140320	WWA CCP M302	Certified Compensation Professional (CCP)	2007
140800	WWA CBP 800	Certified Compensation Professional (CBP)	2007
140800	PMI CAPM 800	Project Management Certified Associate Project Management (CAPM)	2007
140800	PMI PMP 800	Project Management Professional (PMP)	2007
140800	NACM AMA 800	AMA Self Study Certification Program	2007
140800	ISM CPM 800	Certified Purchasing Manager (CPM)	2007
140800	ISM APP 800	Accredited Purchasing Practitioner (APP)	2007
140800	ASQ CQM 800	Certified Quality Manager (ASQ)	2007
140800	IPMS CPM 800	Certified Project Manager Practitioner, Professional, Manager, Director	2007

140800	IFEB CEBS 800	Certified Employee Benefits Specialist (CEBS)	2007
140800	EKC KMC 800	Knowledge-Management Certification (KM)	2007
014320	AAMT CMT M302	Certified Medical Transcriptionist (CMT)	2007
170100	ABC HVAC 100	ABC HVAC	2007
170100	ACCA NATE I 100	North American Technician Excellence-Installation	2007
170100	ACCA NATE S 100	North American Technician Excellence-Service	2007
170100	BAT 0100/1	HVAC Apprenticeship (Approved) Year 1	2007
170100	BAT 0100/2	HVAC Apprenticeship (Approved) Year 2	2007
170100	BAT 0100/3	HVAC Apprenticeship (Approved) Year 3	2007
170100	BAT 0100/4	HVAC Apprenticeship (Approved) Year 4	2007
170100	EPA RR 1-100	EPA Refrigerant Recovery Core + Level 1 (Small Appliances)	2007
170100	EPA RR 2-100	EPA Refrigerant Recovery Core + Level 2 (High Pressure)	2007
170100	EPA RR 3-100	EPA Refrigerant Recovery Core + Level 3 (Low Pressure)	2007
170100	EPA RR U 100	EPA Refrigerant Recovery Universal	2007
170100	ESCO HVAC 100	HVAC Excellence Technician Certification	2007
170100	ESCO R-410A 100	R-410A Safety Training and Certification for Technicians	2007
170100	ESCO RCACR 100	EPA Section 608 Residential & Commercial for Air Conditioning & Refrigeration	2007
170100	ICE CR 100	Commerical Refrigeration	2007
170100	ICE HVAC 100	Air Conditioning And Heating	2007
170100	ICE LC 100	Air Conditioning And Heating	2007
170100	NCCER HVAC 100	NCCER HVAC	2007
170100	NOCTI HVAC 100	HVAC	2007
170100	RSES Core 100	Refrigeration Service Engineer-Core	2007
170100	RSES I-100	Refrigeration Service Engineer-Type I	2007
170100	RSES II-100	Refrigeration Service Engineer-Type II	2007
170100	RSES III-100	Refrigeration Service Engineer-Type III	2007
170100	RSES RSE 100	Refrigeration Service Engineer	2007
170200	PSA MCAP 200	Certified Appliance Professional - Master Technician Rating (MCAP)	2007
170200	PSA TCAP 200	Certified Appliance Professional - Technician Rating (TCAP)	2007
170200	ISCT CAT 200	Certified Appliance Technician (CAT)	2007
170301	I-CAR PI 301	I-CAR Platinum Individual Designation	2007
170301	ASE MEC 301	ASE-B5 Mechanical and Electrical Components	2007
170301	ASE NSADR 301	ASE-B3 Non-Structural Analysis & Damage Repair	2007
170301	ASE PR 301	ASE-B2 Painting & Refinishing	2007
170301	ASE SADR 301	ASE-B4 Structural Analysis & Damage Repair	2007
170301	ASE DAE 301	ASE-B6 Damage Analysis & Estimating	2007
170302	ASE B 302	ASE-A5 Brakes	2007
170302	ASE E 302	ASE-A6 Electrical/Electronic Systems	2007
170302	ASE EP 302	ASE-A8 Engine Performance	2007
170302	ASE ER 302	ASE-A1 Engine Repair	2007
170302	ASE HAC 302	ASE-A7 Heating & Air Conditioning	2007
170302	ASE MDTA 302	ASE-A3 Manual Drive Train & Axles	2007
170302	ASE SS 302	ASE-A4 ASE Suspension & Steering	2007
170302	FACT FSTS 302	Ford Service Technician Specialist	2007
170302	ASE ATT 302	ASE-A2 Automatic Transmission/Transaxle	2007
170303	ASE ATT 303	ASE-A2 Automatic Transmission/Transaxle	2007
170303	ASE ALT 304	ASE Automobile/Light Truck	2007
170303	ESCO MVAC 303	Section 609 EPA Certification-Motor Vehicle Air Conditioning	2007

170303	FSTS 303	Ford Service Technician Specialist	2007
170303	ASE SS 303	ASE-A4 Suspension & Steering	2007
170303	ASE MDTA 303	ASE-A3 Manual Drive Train & Axles	2007
170303	ASE HAC 303	ASE-A7 Heating & Air Conditioning	2007
170303	ASE ER 303	ASE-A1 Engine Repair	2007
170303	ASE EP 303	ASE-A8 Engine Performance	2007
170303	ASE E 303	ASE-A6 Electrical/Electronic Systems	2007
170303	ASE B 303	ASE-A5 Brakes	2007
170400	FAA PPM 400	FAA Power Plant Mechanic	2007
170400	FAA AM 400	FAA Airframe Mechanic	2007
170401	FAA AM 401	FAA Airframe Mechanic	2007
170401	FAA PPM 401	FAA Power Plant Mechanic	2007
170401	CAA AMC 0401	Aviation Maintenance Certification	2007
170403	CAA GO 0403	Ground Operations Certification	2007
170403	FAA GO 403	FAA Ground Operations	2007
170801	ABYA MTC 801	Marine Technician Certification	2007
170802	ABYA MTC 802	Marine Technician Certification	2007
170911	APCO PSTC 911	Public Safety Telecommunication Certification	2007
170911	AHIMA CCS 911	Certified Coding Specialist (CCS)	2007
170911	ODE OETE 911	Ohio 911 Emergency Telecommunicator Exam	2007
171001	NCCER C 1001	NCCER Carpentry	2007
171001	NCCER CCC 1001	NCCER Core Construction	2007
171001	NCCER CT 1001	NCCER Construction Technology	2007
171001	ABC C 1001	ABC Carpentry	2007
171001	BAT 1001/1	Carpenter Apprenticeship (Approved) Year 1	2007
171001	BAT 1001/2	Carpenter Apprenticeship (Approved) Year 2	2007
171001	BAT 1001/3	Carpenter Apprenticeship (Approved) Year 3	2007
171001	BAT 1001/4	Carpenter Apprenticeship (Approved) Year 4	2007
171002	ABC E 1002	ABC Electrical	2007
171002	BAT ELEC 1002/1	Electrician Apprenticeship (Approved) Year 1	2007
171002	BAT ELEC 1002/2	Electrician Apprenticeship (Approved) Year 2	2007
171002	BAT ELEC 1002/3	Electrician Apprenticeship (Approved) Year 3	2007
171002	BAT ELEC 1002/4	Electrician Apprenticeship (Approved) Year 4	2007
171002	NCCER E 1002	NCCER Electrical	2007
171002	NCCER EST 1003	NCCER Electronic Systems Technician	2007
171002	RC E1002	Electrician (Chemical RR 105-C)	2007
171002	RC IRT 1002	Instrument Test Refinery (RR81-C)	2007
171003	NCCER H/HC 1003	NCCER Highway/Heavy Construction	2007
171003	NCCER HEO 1003	Heavy Equipment Operator	2007
171004	NCCER M 1004	NCCER Masonry	2007
171004	BAT 1004/1	Cement Mason Apprenticeship (Approved) Year 1	2007
171004	BAT 1004/2	Cement Mason Apprenticeship (Approved) Year 2	2007
171004	BAT 1004/3	Cement Mason Apprenticeship (Approved) Year 3	2007
171004	BAT 1004/4	Cement Mason Apprenticeship (Approved) Year 4	2007
171006	BAT 1006/1	Plasterer Apprenticeship (Approved) Year 1	2007
171006	BAT 1006/2	Plasterer Apprenticeship (Approved) Year 2	2007
171006	BAT 1006/3	Plasterer Apprenticeship (Approved) Year 3	2007
171006	BAT 1006/4	Plasterer Apprenticeship (Approved) Year 4	2007

171007	BAT 1007/1	Plumber & Pipefitter Apprenticeship (Approved) Year 1	2007
171007	BAT 1007/2	Plumber & Pipefitter Apprenticeship (Approved) Year 2	2007
171007	BAT 1007/3	Plumber & Pipefitter Apprenticeship (Approved) Year 3	2007
171007	BAT 1007/4	Plumber & Pipefitter Apprenticeship (Approved) Year 4	2007
171009	BAT 1009/1	Glazier Apprenticeship (Approved) Year 1	2007
171009	BAT 1009/2	Glazier Apprenticeship (Approved) Year 2	2007
171009	BAT 1009/3	Glazier Apprenticeship (Approved) Year 3	2007
171009	BAT 1009/4	Glazier Apprenticeship (Approved) Year 4	2007
171009	NGA GCP 1009	Glazier Certification Program	2007
171010	BAT 1010/1	Roofer Apprenticeship (Approved) Year 1	2007
171010	BAT 1010/2	Roofer Apprenticeship (Approved) Year 2	2007
171010	BAT 1010/3	Roofer Apprenticeship (Approved) Year 3	2007
171010	BAT 1010/4	Roofer Apprenticeship (Approved) Year 4	2007
171011	BAT 1011/1	Building & Property Maintenance Apprenticeship (Approved) Year 1	2007
171011	BAT 1011/2	Building & Property Maintenance Apprenticeship (Approved) Year 2	2007
171011	BAT 1011/3	Building & Property Maintenance Apprenticeship (Approved) Year 3	2007
171011	BAT 1011/4	Building & Property Maintenance Apprenticeship (Approved) Year 4	2007
171011	ABC E 1011	ABC Electrical	2007
171011	ABC C 1011	ABC Carpentry	2007
171011	ABC HVAC 1011	ABC HVAC	2007
171011	ABC P 1011	ABC Plumbing	2007
171011	ABC SM 1011	ABC Sheet Metal	2007
171011	ESCO LCBM I-1011	Light Commercial Building Maintenance	2007
171011	ESCO LCBM II-1011	Light Commercial Building Maintenance	2007
171011	ESCO LCBM III-1011	Light Commercial Building Maintenance	2007
171011	NOCTI BTM 1011	Building Trades Maintenance	2007
171011	NCCER CT 1011	NCCER Construction Technology	2007
171012	NCCER MI 1012	NCCER Maintenance/Industrial	2007
171012	BAT 1012/1	Industrial Maintenance Apprenticeship (Approved) Year 1	2007
171012	BAT 1012/2	Industrial Maintenance Apprenticeship (Approved) Year 2	2007
171012	BAT 1012/3	Industrial Maintenance Apprenticeship (Approved) Year 3	2007
171012	BAT 1012/4	Industrial Maintenance Apprenticeship (Approved) Year 4	2007
171013	BAT 1013/1	Floor Layer Apprenticeship (Approved) Year 1	2007
171013	BAT 1013/2	Floor Layer Apprenticeship (Approved) Year 2	2007
171013	BAT 1013/3	Floor Layer Apprenticeship (Approved) Year 3	2007
171013	BAT 1013/4	Floor Layer Apprenticeship (Approved) Year 4	2007
171014	BAT 1014/1	Asbestos Abatement Apprenticeship (Approved) Year 1	2007
171014	BAT 1014/2	Asbestos Abatement Apprenticeship (Approved) Year 2	2007
171014	BAT 1014/3	Asbestos Abatement Apprenticeship (Approved) Year 3	2007
171014	BAT 1014/4	Asbestos Abatement Apprenticeship (Approved) Year 4	2007
171014	ODH AHAW 1014	Asbestos Hazard Abatement Worker	2007
171017	NCCER CT 1017	NCCER Construction Technology	2007
171021	NSPS STC 1021	Survey Technician Certification	2007
171200	ASE B 1200	ASE-T4 Brakes	2007
171200	ASE DE 1200	ASE-T2 Diesel Engines	2007
171200	ASE DT 1200	ASE-T3 Drive Train	2007
171200	ASE ES 1200	ASE-T6 Electrical/Electronic Systems	2007
171200	ASE GE 1200	ASE-T1 Gasoline Engines	2007

171200	ASE HVAC 1200	ASE-T7 Heating, Ventilation & A/C	2007
171200	ASE SS 1200	ASE-T5 Suspension & Steering	2007
171200	ASE PMI 1200	ASE-T8 Preventative Maintenance Inspection	2007
171300	ADDA D 1300	ADDA Drafter Certification	2007
171503	C-TECH CNC 1503	Certified Network Cabling - Cooper, Fiber Optics, Telephony	2007
171503	CompTIA 1503	CompTIA Certifications	2007
171503	ETA CET 1503	Certified Electronics Technician (CET)	2007
171503	ETA CETa 1503	Associate Certified Electronics Technician (CETa)	2007
171504	ETA TCM 1504	Telecommunications Electronics Technician (TCM)	2007
171504	C-TECH CNC 220	Certified Network Cabling - Copper, Fiber Optics, Telephony	2007
171700	PET M 1700	PET Manufacturing/C-Tec of Licking County	2007
171900	GAERF PE 1900	PrintED	2007
172302	BAT MM 2302/1	Mold Maker Apprenticeship (Approved) Year 1	2007
172302	BAT MM 2302/2	Mold Maker Apprenticeship (Approved) Year 2	2007
172302	BAT MM 2302/3	Mold Maker Apprenticeship (Approved) Year 3	2007
172302	BAT MM 2302/4	Mold Maker Apprenticeship (Approved) Year 4	2007
172302	NIMS PM 2302	NIMS Precision Machining	2007
172302	NIMS ML II 2302	NIMS Machining Level II	2007
172302	NIMS ML III 2302	NIMS Machining Level III	2007
172302	NIMS ML I 2302	NIMS Machining Level I	2007
172304	BAT HMF 2304/1	Metal Fabricator Apprenticeship (Approved) Year 1	2007
172304	BAT HMF 2304/2	Metal Fabricator Apprenticeship (Approved) Year 2	2007
172304	BAT HMF 2304/3	Metal Fabricator Apprenticeship (Approved) Year 3	2007
172304	BAT HMF 2304/4	Metal Fabricator Apprenticeship (Approved) Year 4	2007
172305	BAT 2305/1	Sheet Metal Worker Apprenticeship (Approved) Year 1	2007
172305	BAT 2305/2	Sheet Metal Worker Apprenticeship (Approved) Year 2	2007
172305	BAT 2305/3	Sheet Metal Worker Apprenticeship (Approved) Year 3	2007
172305	BAT 2305/4	Sheet Metal Worker Apprenticeship (Approved) Year 4	2007
172305	NCCER SM 2305	NCCER Sheet Metal	2007
172306	NCCER W 2306	Welding	2007
172306	BAT 2306/1	Welder Apprenticeship (Approved) Year 1	2007
172306	BAT 2306/2	Welder Apprenticeship (Approved) Year 2	2007
172306	BAT 2306/3	Welder Apprenticeship (Approved) Year 3	2007
172306	BAT 2306/4	Welder Apprenticeship (Approved) Year 4	2007
172306	AWS CSWI 2306	AWS Certified Senior Welding Inspector	2007
172306	AWS CW 2306	AWS Certified Welder	2007
172306	AWS CWEd 2306	AWS Certified Welding Educator	2007
172306	AWS CWEn 2306	AWS Certified Welding Engineer	2007
172306	AWS CWF 2306	AWS Certified Welding Fabricator	2007
172306	AWS CWI 2306	AWS Certified Welding Inspector	2007
172307	BAT 2307/1	Tool and Die Maker Apprenticeship (Approved) Year 1	2007

172307	BAT 2307/2	Tool & Die Apprenticeship (Approved) Year 2	2007
172307	BAT 2307/3	Tool & Die Apprenticeship (Approved) Year 3	2007
172307	BAT 2307/4	Tool & Die Apprenticeship (Approved) Year 4	2007
172307	NIMS ML I 2307	NIMS Machining Level I	2007
172307	NIMS ML III 2307	NIMS Machining Level III	2007
172307	NIMS ML II 2307	NIMS Machining Level II	2007
172310	NCCER I 23010	Ironworking	2007
172601	OSBB 2601	Barber	2007
172602	OSCB 2602	Cosmetologist	2007
172700	SPI NCP 2700	National Certification in Plastics NCP	2007
172801	ODPS FF2 2801	Ohio Firefighter 2 Exam	2007
172802	OPOTA BLE 2802	OPOTA Basic Law Enforcement Test	2007
172803	ODPS FF1 2803	Firefighter - Level 1	2007
172804	OBM CDL-SB 2804	CDL- School Bus Driver Endorsement	2007
172805	ODPS FSI 2805	Fire Safety Inspector (no exam/successful completion of accredited course)	2007
172806	ODPS VF 2806	Ohio Volunteer Firefighter Exam	2007
172807	ODPS FF1T 2807	Ohio Firefighter 1 Exam	2007
172808	OPOTA BLE 2808	OPOTA Basic Law Enforcement Test	2007
172809	ODPS FF2 2809	Ohio Firefighter 2 Exam	2007
172814	OBMCDL-TD 2814	CDL -Truck Driver Endorsement	2007
172814	PTDI ELTTD 2814	Entry-Level Tractor-Trailer Driver	2007
172816	NREMT FR 2816	First Responder	2007
172831	ODPS PSIE 2831	Ohio Public Safety Instructor Exam	2007
173000	RSES Core 300	Refrigeration Service Engineer-Core	2007
173000	RSES II-300	Refrigeration Service Engineer-Type II	2007
173000	RSES I-300	Refrigeration Service Engineer-Type I	2007
173000	RSES RSE 300	Refrigeration Service Engineer	2007
173000	RSES III-300	Refrigeration Service Engineer-Type III	2007
173100	OPEESA TC 3100	EETC Technician Certification	2007
173100	EETC TC 3100	EETC Technician Certification	2007
173201	ODC SSE 3201	Stationery Steam Engineer License	2007
173201	ODC TCE 3201	Third Class Engineer's License	2007
173201	ODC BO 3201	Boiler Operator License	2007
173201	ODC FCE 3201	First Class Engineer's License	2007
173201	ODC LPBO 3201	Low Pressure Boiler Operator License	2007
173201	OCD SCE 3201	Second Class Engineer's License	2007
173203	FPS PH 3203	Pneumatic, Hydraulic, Industrial and Mobile Hydraulic Technician	2007
173203	BAT 3203/1	Hydraulic Repairer Apprenticeship (Approved) Year 1	2007
173203	BAT 3203/2	Hydraulic Repairer Apprenticeship (Approved) Year 2	2007
173203	BAT 3203/3	Hydraulic Repairer Apprenticeship (Approved) Year 3	2007
173203	BAT 3203/4	Hydraulic Repairer Apprenticeship (Approved) Year 4	2007
173601	BAT 3601/1	Millworker/Cabinetmaker Apprenticeship (Approved) Year 1	2007
173601	BAT 3601/2	Millworker/Cabinetmaker Apprenticeship (Approved) Year 2	2007
173601	BAT 3601/3	Millworker/Cabinetmaker Apprenticeship (Approved) Year 3	2007
173601	BAT 3601/4	Millworker/Cabinetmaker Apprenticeship (Approved) Year 4	2007
179911	OSHA GISC 9911	Occupational Safety and Health Standards(OSHA) 10 hr. General Industry Safety Certifica	2007
179911	OSHA ONOW 9911	Occupational Safety and Health Standards (OSHA) 10 hr. Construction Industry Certificate	2007

Ohio Department of Education/Board or Regents

College Assessments

1. State or professional licensure
2. Full professional or industry certification
3. Pathway industry certification tests
4. Occupational Competency Type “A” assessments
5. Occupational Competency Type “B” assessments

Representative Programs of Study at Ohio Community and Technical Colleges	Type of Assessments Used by Faculty
Accounting	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Accounting Concentration Certificate	5. Occupational Competency Type “B” assessments
Accounting EDP Auditing Major	5. Occupational Competency Type “B” assessments
Accounting Software Applications Certificate	5. Occupational Competency Type “B” assessments
Accounting/Bookkeeping Certificate	5. Occupational Competency Type “B” assessments
Agribusiness Management Landscape and Turfgrass Major	5. Occupational Competency Type “B” assessments
Agribusiness Management Landscape and Turfgrass Management	5. Occupational Competency Type “B” assessments
Agribusiness Management Technology	5. Occupational Competency Type “B” assessments
Appraisal	5. Occupational Competency Type “B” assessments
Appraisal Certification Licensing	2. Full professional or industry certification
Architectural Engineering Technology	5. Occupational Competency Type “B” assessments
Architecture - 3D Visualization Certificate	5. Occupational Competency Type “B” assessments
Architectural CAD Operator Certificate	5. Occupational Competency Type “B” assessments
Automotive Hybrids	5. Occupational Competency Type “B” assessments
Automotive Maintenance and Light Repair Certificate	5. Occupational Competency Type “B” assessments
Automotive Service Management	5. Occupational Competency Type “B” assessments
Automotive Technology	2. Full professional or industry certification
Automotive Body Repair Certificate	2. Full professional or industry certification
Automotive - Refinish Technician Career Path	5. Occupational Competency Type “B” assessments
Automotive Service Certificate	2. Full professional or industry certification
Automotive - Caterpillar Dealer Service Technician	2. Full professional or industry certification
Automotive - General Motors Automotive Service Educational Program (ASEP)	2. Full professional or industry certification
Diesel Technology	2. Full professional or industry certification
Diesel Service Certificate	2. Full professional or industry certification
Diesel - John Deere Technician Major	2. Full professional or industry certification
Diesel - John Deere Consumer and Commercial Equipment (C&CE) Major (pdf)	2. Full professional or industry certification
Truck Driving Academy	5. Occupational Competency Type “B” assessments
Aviation Maintenance Technology	2. Full professional or industry certification
Aviation - Airframe Certificate	2. Full professional or industry certification
Aviation - Powerplant Certificate	2. Full professional or industry certification
Biomedical Electronics	5. Occupational Competency Type “B” assessments
Biomedical Electronics Certificate	5. Occupational Competency Type “B” assessments
Broadcast Production and Engineering	5. Occupational Competency Type “B” assessments
Bus - Fitness Management	5. Occupational Competency Type “B” assessments
Bus- Leadership Development Certificate	5. Occupational Competency Type “B” assessments
Bus - Operations Management Certificate	5. Occupational Competency Type “B” assessments
Bus - Operations Management Option	5. Occupational Competency Type “B” assessments
Bus - Small Business Management Major	5. Occupational Competency Type “B” assessments
Bus - Supervision Certificates	5. Occupational Competency Type “B” assessments
Bus - Supervision Major	5. Occupational Competency Type “B” assessments
Bus - Training and Development Certificate	5. Occupational Competency Type “B” assessments
Bus- e-Business	5. Occupational Competency Type “B” assessments
Bus -Managing Interpersonal Skills Certificate	5. Occupational Competency Type “B” assessments
Bus- Nonprofit Management Certificate	5. Occupational Competency Type “B” assessments
Business Management	5. Occupational Competency Type “B” assessments
CAD Technology	5. Occupational Competency Type “B” assessments
CAD Certificate	5. Occupational Competency Type “B” assessments
Civil Engineering Certificate	5. Occupational Competency Type “B” assessments
Civil Engineering Technology	5. Occupational Competency Type “B” assessments

Computer Information Applications Developer Fast Track Certificate	5. Occupational Competency Type “B” assessments
Computer Information Computer Programming	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Database Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Enterprise Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Information Systems	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Network Administration Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Network and Systems Security Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking & Distributed Systems Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking and Information Systems Support	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking Technician Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Object-Oriented Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Object-Oriented Programming Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information PC Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information PC Technician Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information - CISCO Academy Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Technology	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Web Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Science	5. Occupational Competency Type “B” assessments
Computer Systems Certificate	5. Occupational Competency Type “B” assessments
Construction Inspector Certificate	5. Occupational Competency Type “B” assessments
Construction Management - Carpentry	5. Occupational Competency Type “B” assessments
Construction Management - Commercial and Residential	5. Occupational Competency Type “B” assessments
Construction Management Field Supervision Certificate	5. Occupational Competency Type “B” assessments
Construction Management Residential Construction Management Certificate	5. Occupational Competency Type “B” assessments
Criminal Justice	5. Occupational Competency Type “B” assessments
Dental Hygiene Dental Laboratory Technology	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Dental Laboratory Technology Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Dietician Technician Program	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Dietary Manager Certificate	5. Occupational Competency Type “B” assessments
Early Childhood Development	5. Occupational Competency Type “B” assessments
Early Childhood Development Child Care Administration Certificate	5. Occupational Competency Type “B” assessments
Early Childhood Development Child Development Association (CDAJ credential preparation	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Early Childhood Development Infant/Toddler or School Age Child Care or Pre-School Ed. C	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Electricity	5. Occupational Competency Type “B” assessments
Electric Power Utilities	3. Pathway industry certification tests
Electro-Mechanical Engineering Technology	5. Occupational Competency Type “B” assessments
Electronic Engineering Technology	5. Occupational Competency Type “B” assessments
Electronic Engineering Technology Computer Electronics Major	5. Occupational Competency Type “B” assessments
Electronic - Industrial and Automation Electronics	5. Occupational Competency Type “B” assessments
Emergency Medical Services	5. Occupational Competency Type “B” assessments
Emergency Planning and Management	5. Occupational Competency Type “B” assessments
EMT-Basic Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
EMT-Intermediate Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
EMT-Paramedic Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Environmental Science Health and Safety for Hazardous Waste Operations Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Environmental Science Safety and Health	5. Occupational Competency Type “B” assessments
Environmental Science Safety and Health Water/Wastewater Technology Certificate	5. Occupational Competency Type “B” assessments
Facility Management Certificate	5. Occupational Competency Type “B” assessments
Finance	5. Occupational Competency Type “B” assessments
Fire Science	5. Occupational Competency Type “B” assessments
Fire Science Certificate	5. Occupational Competency Type “B” assessments
Fire Science - Ohio Fire Academy	1. State or professional licensure 5. Occupational Competency Type “B” assessments

Forensics Certificate	5. Occupational Competency Type “B” assessments
Geographic Information Systems	5. Occupational Competency Type “B” assessments
Geographic Information Systems Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Commercial Art Technology	5. Occupational Competency Type “B” assessments
Graphic Communication Commercial Art Technology Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Design I Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Desktop Publishing Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Graphic Communication Photography Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Printing Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Printing Management Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Technology	5. Occupational Competency Type “B” assessments
Health Information Management Medical Coding Specialist Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Health Information Management Medical Transcription Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Health Information Management Technology	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Health Information Reimbursement Specialist Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning High Pressure Boiler License Training Program	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Large Commercial Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Residential/Light Commercial Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Technology	5. Occupational Competency Type “B” assessments
Highway Technology ODOT Level I HT Certification	4. Occupational Competency Type “A” assessments
Highway Technology ODOT Level I HT Certification	4. Occupational Competency Type “A” assessments
Horticulture	5. Occupational Competency Type “B” assessments
Hospitality Management	5. Occupational Competency Type “B” assessments
Hospitality Management American Art, Design and Marketing	5. Occupational Competency Type “B” assessments
Hospitality Management Baking and Culinary Arts	5. Occupational Competency Type “B” assessments
Hospitality Management Chef Apprenticeship Major	5. Occupational Competency Type “B” assessments
Hospitality Management Culinary Arts	5. Occupational Competency Type “B” assessments
Hospitality Management Dietary Manager Certificate	5. Occupational Competency Type “B” assessments
Hospitality Management Digital Game Design and Development	5. Occupational Competency Type “B” assessments
Hospitality Management Food Service/Restaurant Management Major	5. Occupational Competency Type “B” assessments
Hospitality Management Hotel and Restaurant Management	5. Occupational Competency Type “B” assessments
Hospitality Management International Hospitality	5. Occupational Competency Type “B” assessments
Hospitality Management Music: Production, Performance, and Business Management	5. Occupational Competency Type “B” assessments
Hospitality Management Spa Operations and Management	5. Occupational Competency Type “B” assessments
Hospitality Management Travel Industry Certificate	5. Occupational Competency Type “B” assessments
Hospitality Management Travel/Tourism/Hotel Management Major	5. Occupational Competency Type “B” assessments
Hospitality Management Dietetic Technician Major	5. Occupational Competency Type “B” assessments
Human and Social Services	5. Occupational Competency Type “B” assessments
Human and Social Services Early Childhood Social Work Certificate	5. Occupational Competency Type “B” assessments
Industrial Technology	5. Occupational Competency Type “B” assessments
Industrial Technology - Alternative Energy and Fuel Cells	5. Occupational Competency Type “B” assessments
Industrial Technology - Biotechnology	5. Occupational Competency Type “B” assessments
Industrial Technology - Compressed Air and Gas Systems (145)	5. Occupational Competency Type “B” assessments
Industrial Technology - Industrial Ceramics	5. Occupational Competency Type “B” assessments
Industrial Technology - Robotics and Flexible Manufacturing	5. Occupational Competency Type “B” assessments
Interactive Multimedia	5. Occupational Competency Type “B” assessments
Interactive Multimedia Digital Audio/Video Production Major	5. Occupational Competency Type “B” assessments
Interactive Multimedia Webtech: Graphic Design Certificate	5. Occupational Competency Type “B” assessments
Interactive Multimedia Webtech: Multimedia Design Certificate	5. Occupational Competency Type “B” assessments
Interpreting/American Sign Language Education	5. Occupational Competency Type “B” assessments
Interpreting/American Sign Language/Deaf Studies Certificate	5. Occupational Competency Type “B” assessments

Landscape Design/Build	5. Occupational Competency Type “B” assessments
Law Enforcement	5. Occupational Competency Type “B” assessments
Law Enforcement Corrections Major	5. Occupational Competency Type “B” assessments
Law Enforcement Major	5. Occupational Competency Type “B” assessments
Law Enforcement Academy (Ohio Peace Officer)	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Law Enforcement Management Major	5. Occupational Competency Type “B” assessments
Logistics	5. Occupational Competency Type “B” assessments
Logistics Certificate	5. Occupational Competency Type “B” assessments
Logistics Global Trade Certificate	5. Occupational Competency Type “B” assessments
Logistics Purchasing Certificate	5. Occupational Competency Type “B” assessments
Manufacturing	5. Occupational Competency Type “B” assessments
Manufacturing - Drafting and Design	5. Occupational Competency Type “B” assessments
Manufacturing - Tool & Die/Mold Maker Certificate	5. Occupational Competency Type “B” assessments
MANUFACTURING AND INDUSTRIAL OPERATIONS TECHNOLOGIES	5. Occupational Competency Type “B” assessments
Advanced Integrated Manufacturing Systems Technologies (AIM)	5. Occupational Competency Type “B” assessments
Adv. Man. - AIM Career Tracks	5. Occupational Competency Type “B” assessments
Adv. Man. - Electrical Maintenance Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Electro-Mechanical Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Electronics Maintenance and Repair Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Facility Maintenance Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Fluid Power Concentration	5. Occupational Competency Type “B” assessments
Adv. Man. - Mechanical Systems Maintenance Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Programmable Logic Control Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Computer Aided Machining (CAM) Career Track	5. Occupational Competency Type “B” assessments
Adv. Man. - Electrical Maintenance	5. Occupational Competency Type “B” assessments
Adv. Man. - Facility Maintenance	5. Occupational Competency Type “B” assessments
Adv. Man. - Fluid Power Maintenance	5. Occupational Competency Type “B” assessments
Adv. Man. - Mechanical Maintenance	5. Occupational Competency Type “B” assessments
Adv. Man. - Programmable Logic Control	5. Occupational Competency Type “B” assessments
CAD/CAM Certificate	5. Occupational Competency Type “B” assessments
Marketing	5. Occupational Competency Type “B” assessments
Marketing Customer Service Major	5. Occupational Competency Type “B” assessments
Marketing Direct Marketing Certificate	5. Occupational Competency Type “B” assessments
Marketing Direct Marketing Major	5. Occupational Competency Type “B” assessments
Marketing E-Commerce Certificate	5. Occupational Competency Type “B” assessments
Marketing E-Commerce Major	5. Occupational Competency Type “B” assessments
Marketing Financial Services Sales Option	5. Occupational Competency Type “B” assessments
Marketing Retail Management Major	5. Occupational Competency Type “B” assessments
Massage Therapy Certificate	1. State or professional licensure
Mechanical Engineering Technology	5. Occupational Competency Type “B” assessments
Design/Drafting CAD Concentration	5. Occupational Competency Type “B” assessments
Medical Assistant Program	2. Full professional or industry certification
Medical Assisting	2. Full professional or industry certification
Medical Assisting Certificate	2. Full professional or industry certification
Medical Imaging - Computed Tomography Certificate	2. Full professional or industry certification
Medical Imaging - Diagnostic Medical Sonography Major	2. Full professional or industry certification
Medical Imaging - Radiography	2. Full professional or industry certification
Medical Laboratory Technology	2. Full professional or industry certification
Medical Legal Assisting	5. Occupational Competency Type “B” assessments

Mental Health Advanced Chemical Dependency Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Advanced Mental Health Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Advanced Mental Retardation Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Chemical Dependency Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Community Living Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Mental Retardation Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Prevention Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Substance Abuse Prevention Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Multi-Competency Health - Animal Assisted Therapy in Education Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Basic Electrocardiography Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Cancer Information Management	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Cancer Information Management Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - EMT- Paramedic Degree Track	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Health Care Manager Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Herbal Studies	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Histology Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Histology Degree Track	2. Full professional or industry certification
Multi-Competency Health - Holistic Health	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Phlebotomy Certificate	2. Full professional or industry certification
Multi-Competency Health - Registered Nurse First Assistant Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Train the Trainer Certificate	5. Occupational Competency Type “B” assessments
Natural Resources	5. Occupational Competency Type “B” assessments
Natural Resources Archaeology	5. Occupational Competency Type “B” assessments
Natural Resources Backcountry Horse Technologist Certificate	5. Occupational Competency Type “B” assessments
Natural Resources Ecotourism and Adventure Travel	5. Occupational Competency Type “B” assessments
Natural Resources Environmental Restoration	5. Occupational Competency Type “B” assessments
Natural Resources Equine Health and Complementary Therapies	5. Occupational Competency Type “B” assessments
Natural Resources Farrier Science and Business	5. Occupational Competency Type “B” assessments
Natural Resources Fish Management and Aquaculture	5. Occupational Competency Type “B” assessments
Natural Resources Fish Management and Aquaculture Sciences	5. Occupational Competency Type “B” assessments
Natural Resources Forest Management	5. Occupational Competency Type “B” assessments
Natural Resources Natural and Historical Interpretation	5. Occupational Competency Type “B” assessments
Natural Resources Ranger Services	5. Occupational Competency Type “B” assessments
Natural Resources Recreation and Wildlife	5. Occupational Competency Type “B” assessments
Natural Resources Timber Harvesting and Tree Care Certificate	5. Occupational Competency Type “B” assessments
Natural Resources Wilderness Horsemanship	5. Occupational Competency Type “B” assessments
Natural Resources Wildlife Management	5. Occupational Competency Type “B” assessments
Natural Resources Wildlife Sciences	5. Occupational Competency Type “B” assessments
Nuclear Medicine Technology	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Nursing - International Nursing Certificate	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Nursing Assistant Training Certificate	1. State or professional licensure
Nursing Nurse Aide	1. State or professional licensure
Nursing Practical Nurse	1. State or professional licensure
Nursing Registered Nursing	1. State or professional licensure
Occupational Therapy Assistant	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Office Administration	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Legal	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Major	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Medical	5. Occupational Competency Type “B” assessments
Office Administrative Virtual Assistant	5. Occupational Competency Type “B” assessments
Office Skills Certificate	5. Occupational Competency Type “B” assessments
Opticianry	5. Occupational Competency Type “B” assessments

Paralegal Studies	5. Occupational Competency Type “B” assessments
Paralegal Studies	5. Occupational Competency Type “B” assessments
Paralegal Studies Certificate (Post Baccalaureate Option)	5. Occupational Competency Type “B” assessments
Paralegal Studies Workers' Compensation Certificate	5. Occupational Competency Type “B” assessments
Physical Therapist Assistant	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Quality Assurance	5. Occupational Competency Type “B” assessments
Quality Assurance Certificate	5. Occupational Competency Type “B” assessments
Quality Assurance - Six Sigma Green Belt Certificate	3. Pathway industry certification tests
Quality Assurance - Six Sigma Black Belt Certificate	3. Pathway industry certification tests
Real Estate	5. Occupational Competency Type “B” assessments
Real Estate Sales Certificate	1. State or professional licensure
Real Estate Broker Certificate	1. State or professional licensure
Respiratory Therapist	2. Full professional or industry certification
Retail Management	5. Occupational Competency Type “B” assessments
Sports & Fitness Exercise Specialist Certificate	5. Occupational Competency Type “B” assessments
Sports & Fitness Management	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Physical and Recreation Instruction Major	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Exercise Science Major	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Exercise Specialist Certificate	5. Occupational Competency Type “B” assessments
Surgical - Sterile Processing Certificate	5. Occupational Competency Type “B” assessments
Surgical Technology	2. Full professional or industry certification
Surgical Technology Certificate	5. Occupational Competency Type “B” assessments
Surveying Certificate	1. State or professional licensure
Teaching - Adolescence Education	5. Occupational Competency Type “B” assessments
Teaching - Early Childhood Education	1. State or professional licensure
Teaching - Early Childhood Administration Certificate	1. State or professional licensure
Teaching - Early Childhood Education Certificate	1. State or professional licensure
Teaching - Educational Paraprofessional	1. State or professional licensure
Teaching - Multi-Age Education	5. Occupational Competency Type “B” assessments
Teaching - Teacher Education	5. Occupational Competency Type “B” assessments
Theater - Technical Theater	5. Occupational Competency Type “B” assessments
Theater Arts and Management	5. Occupational Competency Type “B” assessments
Theater Performance	5. Occupational Competency Type “B” assessments
Veterinary Technology	5. Occupational Competency Type “B” assessments
Welding	5. Occupational Competency Type “B” assessments
Welding - GMAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding - GTAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding -SMAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding Pre-Certification	5. Occupational Competency Type “B” assessments

APPENDIX D:
ESTIMATED ALLOCATIONS

Definition of Disadvantaged

Ohio will be using the following definition for economically disadvantaged.

> The term "disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in career-technical and adult education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
>
> The term "economically disadvantaged family or individual" means such families or individuals who are determined to be low-income according to the latest available data from the U.S. Department of Commerce. For the purposes of the Carl D. Perkins Vocational and Technical Education Act of 1998, an "economically disadvantaged family or individual" is a family unit that falls below the poverty threshold established by the Bureau of the Census, U.S. Department of Commerce. The poverty threshold for a particular family unit is dependent on its size and the age of its members and is updated annually.

For the proposed postsecondary alternative formula, Ohio also will consider the following categories to the definition of economically disadvantaged.

- Anyone sponsored, approved or funded by WIA or TANF funds through the Department of Job and Family Services
- Pell recipients or those eligible for Pell grants
- Recipients or those eligible for any kind of federal or state financial aid
- Parents or guardians of children eligible or receiving free and reduced lunch
- Persons who are unemployed, underemployed, low-income adults or those incarcerated. While these may be considered “categories”, they are also indicators of economic disadvantage.

Financial aid coordinators will interview students to determine their economic status for reporting in the AWE Data Reporting System.

CTPD Numbger	Lead District IRN	Lead District Name	County	FY2009 CDP Secondary Allocation
001	050773	APOLLO JT VOC SD	Allen	$193,819.50
002	044222	LIMA CITY SD	Allen	$135,233.68
003	062042	ASHLAND COUNTY-WEST HOLMES JT	Ashland	$167,106.95
004	050815	ASHTABULA COUNTY JT VOC SD	Ashtabula	$372,124.29
005	051607	TRI-COUNTY CAREER CENTER JT VO	Athens	$291,158.90
006	050856	BELMONT-HARRISON JT VOC SD	Belmont	$209,018.77
007	050799	SOUTHERN HILLS JT VOC SD	Brown	$151,308.03
008	050880	BUTLER TECH JT VOC SD	Butler	$719,708.23
009	044107	HAMILTON CITY SD	Butler	$203,091.81
011	051532	SPRINGFIELD-CLARK COUNTY JT VO	Clark	$442,458.90
012	062802	U S GRANT JT VOC SD	Clermont	$110,543.45
015	050906	COLUMBIANA COUNTY JT VOC SD	Columbiana	$176,597.77
016	043919	EAST LIVERPOOL CITY SD	Columbiana	$75,270.25
019	043786	CLEVELAND METROPOLITAN CITY SD	Cuyahoga	$2,772,879.63
020	043794	CLEVE. HTS.-UNIV. HTS. CITY SD	Cuyahoga	$305,036.81
021	043901	EAST CLEVELAND CITY SD	Cuyahoga	$211,262.34
023	044198	LAKEWOOD CITY SD	Cuyahoga	$245,477.52
024	043562	BEDFORD CITY SD	Cuyahoga	$160,331.78
025	044370	MAYFIELD CITY SD	Cuyahoga	$261,251.42
026	044636	PARMA CITY SD	Cuyahoga	$211,252.41
027	050922	CUYAHOGA VALLEY JT VOC SD	Cuyahoga	$259,867.36
028	050948	POLARIS JT VOC SD	Cuyahoga	$311,659.99
030	050963	FOUR COUNTY JT VOC SD	Henry	$280,859.73
031	050989	DELAWARE AREA CAREER CENTER JT	Delaware	$276,951.54
032	051029	EHOVE JT VOC SD	Erie	$237,664.16
033	044743	SANDUSKY CITY SD	Erie	$93,940.10
035	043802	COLUMBUS CITY SCHOOLS CITY SD	Franklin	$2,004,541.04
036	051003	EASTLAND-FAIRFIELD CAREER/TECH	Franklin	$636,173.29
037	063511	TOLLES JT VOC SD	Madison	$334,710.96
038	044800	SOUTH-WESTERN CITY SD	Franklin	$343,778.28
039	051359	PENTA JT VOC SD	Wood	$370,372.63
040	062067	GALLIA-JACKSON-VINTON JT VOC S	Gallia	$280,327.37
042	051045	GREENE COUNTY JT VOC SD JT VOC	Greene	$276,403.28
043	043752	CINCINNATI PUBLIC SCHOOLS CITY	Hamilton	$1,292,231.57
044	051060	GREAT OAKS INST OF TECHNOLOGY	Hamilton	$1,483,588.01
050	051128	JEFFERSON COUNTY JT VOC SD	Jefferson	$189,785.69
051	051144	KNOX COUNTY JT VOC SD	Knox	$149,224.61
052	051169	AUBURN JT VOC SD	Lake	$316,192.33
053	045492	MENTOR EX VILL SD	Lake	$355,652.92
054	051185	LAWRENCE COUNTY JT VOC SD	Lawrence	$233,872.22
055	051201	C-TEC JT VOC SD	Licking	$325,805.25
056	051334	OHIO HI-POINT JT VOC SD	Logan	$309,224.95
057	044263	LORAIN CITY SD	Lorain	$282,437.30
058	051227	LORAIN COUNTY JVS JT VOC SD	Lorain	$480,491.43
059	044602	OREGON CITY SD	Lucas	$44,587.56
060	044875	SYLVANIA CITY SD	Lucas	$93,070.87
061	044909	TOLEDO CITY SD	Lucas	$1,160,534.68
062	048231	WASHINGTON LOCAL SD	Lucas	$131,333.31
063	051243	MAHONING CO CAREER & TECH CTR	Mahoning	$322,248.60
064	045161	YOUNGSTOWN CITY SD	Mahoning	$356,701.32
066	062109	MEDINA COUNTY JT VOC SD	Medina	$232,681.86
067	048520	MEIGS LOCAL SD	Meigs	$82,105.61
069	062125	UPPER VALLEY JT VOC SD	Miami	$253,491.51
070	048652	SWITZERLAND OF OHIO LOCAL SD	Monroe	$53,471.78
071	043844	DAYTON CITY SD	Montgomery	$781,404.50
072	048702	MAD RIVER LOCAL SD	Montgomery	$65,918.11
073	051284	MIAMI VALLEY CAREER TECH JT VO	Montgomery	$805,627.95
074	048777	MORGAN LOCAL SD	Morgan	$49,701.54
075	051300	MID-EAST CAREER & TECH CENTERS	Muskingum	$505,929.33
077	051375	PIKE COUNTY AREA JT VOC SD	Pike	$128,789.86
078	051391	MAPLEWOOD CAREER CENTER JT VOC	Portage	$219,950.22
081	049452	MADISON LOCAL SD	Richland	$50,169.53
082	044297	MANSFIELD CITY SD	Richland	$147,971.00
083	051417	PIONEER CAREER & TECHNOLOGY JT	Richland	$304,106.81
084	051433	PICKAWAY-ROSS JVSD JT VOC SD	Ross	$301,298.73
085	051458	VANGUARD-SENTINEL JT VOC SD	Sandusky	$286,128.44
086	051490	SCIOTO COUNTY JVS JT VOC SD	Scioto	$335,871.20
089	043497	ALLIANCE CITY SD	Stark	$156,937.82
090	043711	CANTON CITY SD	Stark	$296,018.78
092	044354	MASSILLON CITY SD	Stark	$80,784.37
093	049932	PLAIN LOCAL SD	Stark	$206,315.45
094	062026	STARK COUNTY AREA JT VOC SD	Stark	$141,765.03
095	043489	AKRON CITY SD	Summit	$711,141.45
096	044974	WADSWORTH CITY SD	Medina	$168,524.53
097	050021	HUDSON CITY SD	Summit	$276,302.95
098	063495	PORTAGE LAKES JT VOC SD	Summit	$116,058.42
099	051631	TRUMBULL CAREER & TECH CTR JT	Trumbull	$498,068.27
101	051656	BUCKEYE JT VOC SD	Tuscarawas	$345,564.01
102	051672	VANTAGE JT VOC SD	Van Wert	$133,739.06
103	051474	WARREN COUNTY JT VOC SD	Warren	$205,588.37
104	051698	WASHINGTON COUNTY JT VOC SD	Washington	$152,579.52
105	051714	WAYNE COUNTY JVSD JT VOC SD	Wayne	$269,382.48
107	061903	ADAMS COUNTY/OHIO VALLEY LOCAL	Adams	$116,699.34
108	065227	COSHOCTON COUNTY JT VOC SD	Coshocton	$86,890.57
111	065268	TRI-RIVERS JT VOC SD	Marion	$245,933.67
115	049833	CANTON LOCAL SD	Stark	$113,605.88
116	043984	FINDLAY CITY SD	Hancock	$186,977.38
117	044099	GREENVILLE CITY SD	Darke	$42,096.44
119	044206	LANCASTER CITY SD	Fairfield	$99,661.29
120	043737	CENTERVILLE CITY SD	Montgomery	$197,472.49
121	043729	CELINA CITY SD	Mercer	$109,623.91
				$30,211,514.25

Ohio Department of Education
FY09 Adult Workforce Education Allocation based on Pell Grants Recipients

CPTD #	CTPD NAME	FTEs	Pell Grant Recipients Per Section 132(a)(2)	Pell Grant Eligible-considered equivalent to Pell Grant Recipient;FY08 formula was approved using Pell Grant Eligible	%	ALLOCATION
1	APOLLO JVSD CTPD	293.03	N/A (see Pell Grant Eligible)	0 (Pell Grant option not applicable to non-degree program learner) Not collected in AWE database	0.037861	0.00
3	ASHLAND CO/WEST HOLMES JVSD CT	74.04	N/A	0	0.009566	0.00
4	ASHTABULA COUNTY JVSD CTPD	371.17	N/A	0	0.047957	0.00
5	TRI-COUNTY JVSD CTPD	122.08	N/A	0	0.015773	0.00
8	BUTLER COUNTY JVSD CTPD	482.64	N/A	0	0.062359	0.00
19	CLEVELAND CITY CTPD	117.57	N/A	0	0.015191	0.00
27	CUYAHOGA VALLEY JVSD CTPD	148.03	N/A	0	0.019126	0.00
28	POLARIS JVSD CTPD	76.75	N/A	0	0.009916	0.00
32	EHOVE JVSD CTPD	217.54	N/A	0	0.028107	0.00
33	SANDUSKY CITY CTPD	96.08	N/A	0	0.012414	0.00
35	COLUMBUS CITY CTPD	191.89	N/A	0	0.024793	0.00
36	EASTLAND JVSD CTPD	166.74	N/A	0	0.021544	0.00
40	GALLIA-JACKSON-VINTON JVSD CTP	185.65	N/A	0	0.023987	0.00
42	GREENE COUNTY JVSD CTPD	136.16	N/A	0	0.017593	0.00
44	GREAT OAKS INSTITUTE OF TECHNO	356.12	N/A	0	0.046012	0.00
51	KNOX COUNTY JVSD CTPD	201.32	N/A	0	0.026012	0.00
53	LAKE SHORE COMPACT CTPD	94.24	N/A	0	0.012176	0.00
54	LAWRENCE COUNTY JVSD CTPD	622.5	N/A	0	0.080430	0.00
55	LICKING COUNTY JVSD CTPD	146.09	N/A	0	0.018876	0.00
56	OHIO HI-POINT JVSD CTPD	141.98	N/A	0	0.018344	0.00
58	LORAIN COUNTY JVSD CTPD	88.31	N/A	0	0.011410	0.00
61	TOLEDO CITY CTPD	159.75	N/A	0	0.020640	0.00
64	YOUNGSTOWN CITY CTPD	102.06	N/A	0	0.013187	0.00
66	MEDINA COUNTY JVSD CTPD	80.77	N/A	0	0.010436	0.00
69	UPPER VALLEY JVSD CTPD	246.62	N/A	0	0.031864	0.00
73	MIAMI VALLEY CAREER TECHNOLOGY	476.65	N/A	0	0.061585	0.00
75	MID-EAST OHIO JVSD CTPD	149.71	N/A	0	0.019343	0.00
81	MADISON LOCAL CTPD	103.78	N/A	0	0.013409	0.00
84	PICKAWAY-ROSS COUNTY JVSD CTPD	179.51	N/A	0	0.023194	0.00
86	SCIOTO COUNTY JVSD CTPD	275.24	N/A	0	0.035562	0.00
89	ALLIANCE CITY CTPD	170.97	N/A	0	0.022090	0.00
90	CANTON CITY CTPD	192.24	N/A	0	0.024838	0.00
95	AKRON CITY CTPD	227.44	N/A	0	0.029386	0.00
98	PORTAGE LAKES JVSD CTPD	142.5	N/A	0	0.018412	0.00
99	TRUMBULL COUNTY JVSD CTPD	215.29	N/A	0	0.027817	0.00
101	BUCKEYE JVSD CTPD	196.42	N/A	0	0.025378	0.00
104	WASHINGTON COUNTY JVSD CTPD	164.29	N/A	0	0.021227	0.00
105	WAYNE COUNTY JVSD CTPD	187.37	N/A	0	0.024209	0.00
111	TRI-RIVERS JVSD CTPD	139.11	N/A	0	0.017974	0.00
	STATE TOTALS	7739.65			AWE Allocation	$ 3,824,242.31

Chart 1: Adult Workforce Education allocation based on Pell Grant recipients.

Ohio Department of Education
FY09 Adult Workforce Education Allocation Based on Other Poverty/Disadvantaged

CPTD #	CTPD NAME	FTEs	Pell Grant Recipients Per Section 132(a)(2)	Pell Grant Eligible-considered equivalent to Pell Grant Recipient;FY08 formula was approved using Pell Grant Eligible	Other documented poverty-disadvantaged FTEs (e.g.,SSI benefits, welfare, etc.)	%	ALLOCATION
			N/A (see Pell Grant Eligible)	0 (Pell Grant option not applicable to non-degree program learner) Not collected in AWE database			
1	APOLLO JVSD CTPD	293.03			293.03	0.037861	$ 144,789.93
3	ASHLAND CO/WEST HOLMES JVSD CT	74.04	N/A	0	74.04	0.009566	$ 36,582.78
4	ASHTABULA COUNTY JVSD CTPD	371.17	N/A	0	371.17	0.047957	$ 183,399.56
5	TRI-COUNTY JVSD CTPD	122.08	N/A	0	122.08	0.015773	$ 60,319.89
8	BUTLER COUNTY JVSD CTPD	482.64	N/A	0	482.64	0.062359	$ 238,476.40
19	CLEVELAND CITY CTPD	117.57	N/A	0	117.57	0.015191	$ 58,094.18
27	CUYAHOGA VALLEY JVSD CTPD	148.03	N/A	0	148.03	0.019126	$ 73,142.61
28	POLARIS JVSD CTPD	76.75	N/A	0	76.75	0.009916	$ 37,921.26
32	EHOVE JVSD CTPD	217.54	N/A	0	217.54	0.028107	$ 107,488.19
33	SANDUSKY CITY CTPD	96.08	N/A	0	96.08	0.012414	$ 47,474.24
35	COLUMBUS CITY CTPD	191.89	N/A	0	191.89	0.024793	$ 94,814.63
36	EASTLAND JVSD CTPD	166.74	N/A	0	166.74	0.021544	$ 82,389.64
40	GALLIA-JACKSON-VINTON JVSD CTP	185.65	N/A	0	185.65	0.023987	$ 91,732.28
42	GREENE COUNTY JVSD CTPD	136.16	N/A	0	136.16	0.017593	$ 67,280.03
44	GREAT OAKS INSTITUTE OF TECHNO	356.12	N/A	0	356.12	0.046012	$ 175,961.39
51	KNOX COUNTY JVSD CTPD	201.32	N/A	0	201.32	0.026012	$ 99,476.39
53	LAKE SHORE COMPACT CTPD	94.24	N/A	0	94.24	0.012176	$ 46,564.07
54	LAWRENCE COUNTY JVSD CTPD	622.5	N/A	0	622.5	0.08043	$ 307,584.43
55	LICKING COUNTY JVSD CTPD	146.09	N/A	0	146.09	0.018876	$ 72,186.54
56	OHIO HI-POINT JVSD CTPD	141.98	N/A	0	141.98	0.018344	$ 70,152.04
58	LORAIN COUNTY JVSD CTPD	88.31	N/A	0	88.31	0.01141	$ 43,634.69
61	TOLEDO CITY CTPD	159.75	N/A	0	159.75	0.02064	$ 78,932.52
64	YOUNGSTOWN CITY CTPD	102.06	N/A	0	102.06	0.013187	$ 50,430.38
66	MEDINA COUNTY JVSD CTPD	80.77	N/A	0	80.77	0.010436	$ 39,909.87
69	UPPER VALLEY JVSD CTPD	246.62	N/A	0	246.62	0.031864	$ 121,855.90
73	MIAMI VALLEY CAREER TECHNOLOGY	476.65	N/A	0	476.65	0.061585	$ 235,516.43
75	MID-EAST OHIO JVSD CTPD	149.71	N/A	0	149.71	0.019343	$ 73,972.47
81	MADISON LOCAL CTPD	103.78	N/A	0	103.78	0.013409	$ 51,279.37
84	PICKAWAY-ROSS COUNTY JVSD CTPD	179.51	N/A	0	179.51	0.023194	$ 88,699.65
86	SCIOTO COUNTY JVSD CTPD	275.24	N/A	0	275.24	0.035562	$ 135,997.98
89	ALLIANCE CITY CTPD	170.97	N/A	0	170.97	0.02209	$ 84,477.68
90	CANTON CITY CTPD	192.24	N/A	0	192.24	0.024838	$ 94,986.72
95	AKRON CITY CTPD	227.44	N/A	0	227.44	0.029386	$ 112,379.41
98	PORTAGE LAKES JVSD CTPD	142.5	N/A	0	142.5	0.018412	$ 70,412.09
99	TRUMBULL COUNTY JVSD CTPD	215.29	N/A	0	215.29	0.027817	$ 106,379.16
101	BUCKEYE JVSD CTPD	196.42	N/A	0	196.42	0.025378	$ 97,051.82
104	WASHINGTON COUNTY JVSD CTPD	164.29	N/A	0	164.29	0.021227	$ 81,177.35
105	WAYNE COUNTY JVSD CTPD	187.37	N/A	0	187.37	0.024209	$ 92,581.27
111	TRI-RIVERS JVSD CTPD	139.11	N/A	0	139.11	0.017974	$ 68,737.07
	STATE TOTALS	7739.65				Allocation	$ 3,824,242.31

In order to meet requirements of program size, scope and quality, a cut off amount of $30,000 was used to calculate allocations. Adult Workforce Education recipients with allocations ranging from $30,000 to $49,999 will be required to form a consortium in order to be eligible for funding.

Chart 2: Adult Workforce Education allocation based on poverty/disadvantaged.

The chart shows more disadvantaged participation for AWE because Pell Grants often does not apply to adult and other documentation of poverty captures more disadvantaged participants.

Ohio Department of Education/Board of Regents					
FY09 Perkins IV College Allocations					
Ohio campus (List of participants in FY 2008)	FY 2007 concentrators	Pell Grant Recipient per section 132(a)(2)	Pell Grant Eligible out of concentrators - considered equivalent to Pell Grant Recipient; FY08 formula was approved using Pell Grant Eligible	% of State Total	**Total Allocation FY 2009***
Sinclair Community College	5837	N/A(see Pell Grant eligible)	1766	9.40%	**$ 395,600.04**
Owens State Community College,	5990	N/A	1721	9.16%	**$ 385,519.63**
Cuyahoga Community College,	4520	N/A	1516	8.07%	**$ 339,597.77**
Columbus State Community College	5479	N/A	1499	7.98%	**$ 335,789.61**
Cincinnati State Technical & Community College	4746	N/A	1419	7.56%	**$ 317,868.89**
Hocking Technical College	4101	N/A	1364	7.26%	**$ 305,548.39**
Stark State College of Technology	3911	N/A	1265	6.74%	**$ 283,371.49**
Lorain County Community College	2401	N/A	852	4.54%	**$ 190,855.74**
Lakeland Community College	2341	N/A	760	4.05%	**$ 170,246.90**
Central Ohio Technical College	1545	N/A	705	3.75%	**$ 157,926.40**
North Central State College	1861	N/A	698	3.72%	**$ 156,358.34**
James A. Rhodes State College	1471	N/A	639	3.40%	**$ 143,141.80**
Clark State Community College	1367	N/A	567	3.02%	**$ 127,013.15**
Zane State College	1076	N/A	510	2.72%	**$ 114,244.63**
Marion Technical College	1429	N/A	462	2.46%	**$ 103,492.20**
Northwest State Community College	1355	N/A	449	2.39%	**$ 100,580.08**
Belmont Technical College	857	N/A	433	2.31%	**$ 96,995.93**
Southern State Community College	815	N/A	421	2.24%	**$ 94,307.82**
Washington State Community College	971	N/A	411	2.19%	**$ 92,067.73**
Edison State Community College	1074	N/A	360	1.92%	**$ 80,643.27**
Jefferson Community College	696	N/A	261	1.39%	**$ 58,466.37**
Terra State Community College	907	N/A	211	1.12%	**$ 47,265.92**
Youngstown State University	606	N/A	197	1.05%	**$ 44,129.79**
University of Toledo	451	N/A	153	0.81%	**$ 34,273.39**
Shawnee State University	428	N/A	140	0.75%	**$ 31,361.27**
TOTALS	56235		18779	100.00%	**$ 4,206,666.54**

*** Note:** Allocation amounts per campus are subject to change. Campuses falling below $50,000 must make a decision to **"opt out"** of Perkins or form a consortium. After this decision is made, total amount will be redistributed based on the

Chart 1 Shows the application of Perkins IV formula per Section 132(a)(2). It reflects the law which includes the Pell Grant Recipient as a criterion.

Ohio Department of Education/Board of Regents						
FY09 Perkins IV College Allocations						
Ohio campus (List of participants in FY 2008)	FY 2007 concentrators	Pell Grant Recipient per section 132(a)(2)	Other documented poverty - disadvantaged (e.g., SSI benefits, welfare, etc.)	Pell Grant Eligible out of concentrators - considered equivalent to Pell Grant Recipient; FY08 formula was approved using Pell Grant Eligible	% of State Total	**Total Allocation FY 2009***
Sinclair Community College	5837	N/A(see Pell Grant eligible)	N/A - not planning to use for college distribution	1766	9.40%	**$ 395,600.04**
Owens State Community College,	5990	N/A	N/A	1721	9.16%	**$ 385,519.63**
Cuyahoga Community College,	4520	N/A	N/A	1516	8.07%	**$ 339,597.77**
Columbus State Community College	5479	N/A	N/A	1499	7.98%	**$ 335,789.61**
Cincinnati State Technical & Community College	4746	N/A	N/A	1419	7.56%	**$ 317,868.89**
Hocking Technical College	4101	N/A	N/A	1364	7.26%	**$ 305,548.39**
Stark State College of Technology	3911	N/A	N/A	1265	6.74%	**$ 283,371.49**
Lorain County Community College	2401	N/A	N/A	852	4.54%	**$ 190,855.74**
Lakeland Community College	2341	N/A	N/A	760	4.05%	**$ 170,246.90**
Central Ohio Technical College	1545	N/A	N/A	705	3.75%	**$ 157,926.40**
North Central State College	1861	N/A	N/A	698	3.72%	**$ 156,358.34**
James A. Rhodes State College	1471	N/A	N/A	639	3.40%	**$ 143,141.80**
Clark State Community College	1367	N/A	N/A	567	3.02%	**$ 127,013.15**
Zane State College	1076	N/A	N/A	510	2.72%	**$ 114,244.63**
Marion Technical College	1429	N/A	N/A	462	2.46%	**$ 103,492.20**
Northwest State Community College	1355	N/A	N/A	449	2.39%	**$ 100,580.08**
Belmont Technical College	857	N/A	N/A	433	2.31%	**$ 96,995.93**
Southern State Community College	815	N/A	N/A	421	2.24%	**$ 94,307.82**
Washington State Community College	971	N/A	N/A	411	2.19%	**$ 92,067.73**
Edison State Community College	1074	N/A	N/A	360	1.92%	**$ 80,643.27**
Jefferson Community College	696	N/A	N/A	261	1.39%	**$ 58,466.37**
Terra State Community College	907	N/A	N/A	211	1.12%	**$ 47,265.92**
Youngstown State University	606	N/A	N/A	197	1.05%	**$ 44,129.79**
University of Toledo	451	N/A	N/A	153	0.81%	**$ 34,273.39**
Shawnee State University	428	N/A	N/A	140	0.75%	**$ 31,361.27**
TOTALS	56235			18779	100.00%	**$ 4,206,666.54**

*** Note:** Allocation amounts per campus are subject to change. Campuses falling below $50,000 must make a decision to **"opt out"** of Perkins or form a consortium. After this decision is made, total amount will be redistributed based on the changes.

The postsecondary alternative formula does not address any fewer disadvantaged students. At participating colleges, Pell Grant eligibility criteria includes those disadvantaged students.

Ohio Department of Education/Board of Regents

FY09 Tech Prep Allocations

	irn	title	% of state	FY09 Allocations
1	062869	University Of Akron	0.0403	$163,438.68
2	062927	Cincinnati State Community College	0.0620	$251,538.33
3	062976	Kent State University	0.0403	$163,438.68
4	063099	University Of Toledo	0.0902	$365,707.88
5	063156	Youngstown State University	0.0282	$114,230.51
6	063289	Zane State College	0.0282	$114,230.51
7	063297	Lorain Co Community College	0.0403	$163,438.68
8	063305	Columbus State Comm College	0.0831	$337,165.24
9	063321	Shawnee State University	0.0282	$114,230.51
10	063339	Hocking College	0.0282	$114,230.51
11	063347	Lakeland Community College	0.0403	$163,438.68
12	063354	North Central State College	0.0403	$163,438.68
13	063362	Sinclair Community College	0.0620	$251,538.33
14	063370	Clark State Community College	0.0282	$114,230.51
15	063404	Cuyahoga Community College	0.0620	$251,538.33
16	063420	Stark State College of Technology	0.0403	$163,438.68
17	063438	Terra State Community College	0.0403	$163,438.68
18	063453	Jefferson Community College	0.0403	$163,438.68
19	064345	Washington State Comm College	0.0403	$163,438.68
20	064501	James A. Rhodes State College	0.0403	$163,438.68
21	064527	Marion Technical College	0.0403	$163,438.68
22	065763	Edison State Comm College	0.0282	$114,230.51
23	070581	Rio Grande Community College	0.0282	$114,230.52
				$4,054,927.10

This is for Federal Base only.

OHIO

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (Official Budget)

(For Federal Funds to Become Available Beginning on July 1, 2008)

A. Total Title I Allocation to the State	$ 44,972,909.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ -
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	$ 44,972,909.00
D. Local Formula Distribution (not less than 85%) (Line C x 85.03435502%)	$ 38,242,423.10
1. Reserve (not more than 10% of Line D)	
a. Secondary Programs (0% of Line D)	$ -
b. Postsecondary Programs(AWE) (0% of Line D)	$ -
2. Available for formula allocations (Line D minus Line D.1)	$ 38,242,423.10
a. Secondary Programs (79% of Line D.2)	$ 30,211,514.25
b. Postsecondary Programs (21% of Line D.2) AWE=10%, College=11%	$ 8,030,908.85
E. State Leadership (not more than 10%) (Line C x 10%)	$ 4,497,290.90
1. Nontraditional Training and Employment ($75,000.00)	
2. Corrections or Institutions (1%) ($449,729.209)	
F. State Administration (not more than 5%) (Line C x .0496564498)	*$ 2,233,195.00*
G. State Match (from non-federal funds) .0496564498	*$ 2,233,195.00*

As of March 30, 2008

Ohio
TITLE: II TECH PREP PROGRAMS
(Effective July 1, 2008)

A.	Total Title II Allocation to the State	$ 4,446,192.00
B.	Total Tittle II Tech Prep Funds to be Consolidated With Title I Funds	
C.	Amount of Tittle II Funds to be made availalbe	$ 4,446,192.00
D.	Tech Prep Funds Earmarked for consortia	$ 4,054,927.10
	1. Percent to Consortia (Line D divided by Line C) [91.2%]	
	2. Number of Consortia 23	
	3. Method of Distribution (check one) a.__X__Formula b._____Competitive	
E.	Tech-Prep Administration	$ 391,264.90
	1. Percent for Administration (Line E divided by Line C) [8.8%] *Per memo dated July 14, 2000	

APPENDIX E:

EDGAR ASSURANCES

A. EDGAR Certifications

Written and signed certification that provide –

(a) The Ohio Department of Education is the eligible agency to submit the Ohio State Five-Year Plan. {ORC 3303.02}[34 CFR 76.104(a)(1)] The administration, supervision, and operation of career and technical education are delegated to the State Director, Office of Career and Technical Education.

(b) The Office of Career and Technical Education has been delegated the authority under State law ORC 3303.04 to administer, supervise, and operate career and technical education in the performance of the functions of the State under the Program. [34 CFR 76.104(a)(2)]

(c) The Office of Career and Technical Education may legally carry out the provisions of the plan. [34 CFR 76.104(a)(3)]

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

(e) Kathy Shibley, Director of the Office of Career and Technical Education, has authority under State law to receive, hold and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

(f) Kathy Shibley, Director of the Office of Career and Technical Education, has authority to submit the plan. {ORC 3303.04} [34 CFR 76.104(a)(6)]

(g) The State Board of Education of Ohio has adopted or formally approved the plan on **March 11, 2008**. [34 CFR 76.104(a)(7)]

(h) The plan is the basis for Ohio's operation and administration of the program. [34 CFR 76.104(a)(8)]

March 28, 2008
Date

Kathy Shibley

Kathy Shibley, Director
Office of Career Technical Education