PART B: NARRATIVE PERFORMANCE INFORMATION (OHIO)


The foundation of the plan is a “Tech Prep for all” vision that reinforces highly rigorous and relevant curriculum standards in programs that are accessible to all CTE students to ensure college and career readiness. Quality implementation indicators – the Ohio Perkins IV Implementation Expectations – were developed to assist schools as they began transitioning their programs to the Tech Prep program standard. These indicators include: Programs of Study, state workforce development needs, postsecondary alignments, data and accountability, special populations, teaching/learning and student support services.

Ohio served all Perkins recipients (91 career-technical planning districts, two correctional facilities, 23 colleges and universities, 23 Tech Prep consortia, 40 adult full-service centers). Ohio had 127,085 high school (Grade 9-12) workforce development students (includes 25,834 enrolled in a Tech Prep course), 99,346 adults in workforce education and 105,725 career-tech students in Perkins-funded colleges.

IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

Required Uses of Funds

Conducting an assessment of the vocational and technical education programs funded under Perkins IV

- One-third of Ohio’s 91 career-technical planning districts were monitored for compliance with Perkins regulations. This comprehensive process included verification of an annual stakeholder (business/industry, educators, etc.) meeting to assess local CTE program performance as well as determination of current Programs of Study.
- The Ohio Department of Education (ODE) and the Ohio Board of Regents (OBR), in collaboration with The Ohio State University (OSU), developed assessments with valid and field-test-ready test forms for seven different pathways in the career fields of Business and Administrative Services, Marketing, Information Technology and Transportation.
- Processes for ordering, registering and administering Web-based and paper and pencil tests were maintained as a part of Ohio’s CTE State Technical Testing system and through ongoing item analysis by the Center on Education and Training for Employment (CETE) at OSU. The system, which has 64 tests, benefited from continuous improvements to hardware and software needed to run the test administration and reporting program.
- To prepare for future test development, test questions in the CTE testing item bank were aligned with career field technical content standards. Tests are designed to 1) provide data required to address federal and state performance measures as well as assist with state and local improvement efforts; 2) complement a local system for assessing student performance; 3) build secondary to postsecondary relationships, including the articulation of credit; and 4) add value to communicating CTE student success.
- A strategic plan for the development of technical assessments, based on the Career Field Technical Content Standards, was established. The plan includes development of state-
approved assessments for those pathways that do not have an industry-recognized assessment with emphasis on facilitating articulated credit from secondary to postsecondary education.

- A self assessment tool was developed to assist local school districts in making decisions regarding programming. The tool, aligned with Ohio Perkins IV Tech Prep Implementation Expectations, helps administrators determine the technical assistance they need to implement the vision of Tech Prep opportunities for all students.
- Statewide teams of Family and Consumer Sciences teachers began cross walking the current test items for end-of-course assessments to the new content standards with plans for implementation in FY2010.
- Two career centers (Eastland/Fairfield and Miami Valley) were among 15 school sites that prepared to employ tasks and rubrics related to FY2010 pilot assessments in their classrooms. This is part of the Ohio Performance Assessment Pilot Project that the ODE is conducting in partnership with Stanford University and the Educational Service Center of Central Ohio.
- Technical skill and placement indicators were collected and compiled to be used as baseline data for accountability purposes.
- Leadership funds helped develop and support teacher preparation programs, student career field certification and teacher/administrator professional development as well as to support innovative drop-out prevention, alternative credit and STEM careers program models; test development, alignment and test system maintenance; and Project Lead The Way.

Developing, improving, or expanding the use of technology in career and technical education.

- Ohio’s secondary, AWE and college monitoring process requires that Perkins’ recipients describe how programs address the initiation, improvement, expansion and modernization of quality CTE programs, including relevant technology and development, improvement and expansion of the use of technology.
- Of 485 CTE-26 applications for program approval submitted in FY2009, 447 were approved for funding. Aligned with the new state CTE plan, the on-line application for authorization of state weighted funds required some additions such as an attachment of a Program of Study (POS) with the potential to obtain college transcripted and articulated credit that would take place no later than FY2013.
- Through a contract with Melior, Inc., and aligned with the National Automotive Technical Education Foundation (NATEF) standards, computer-driven modules were provided to augment the curriculum and assist teachers in Transportation Systems Career Field (Automotive Technology) programs with materials, training and ongoing professional development. One hundred teachers and 3,131 students – an 18 percent increase from the previous fiscal year – completed 17,244 computer-based modules of study.
- Through Project Lead The Way (PLTW) programs in pre-engineering and biomedical science, students participated in computer-driven, problem-based learning. Ohio CTE supported 210 PLTW programs and more than 10,000 students.
- To facilitate use of the Ohio technical content standards and in collaboration with Tech Prep, an Ohio Competency Articulation and Sequencing Tool (OCAST) was developed for two career fields – Information Technology and Marketing. This on-line, sortable database helps teachers manipulate the technical competencies to create the POS, courses of study, lesson plans and articulation agreements. Additionally, OCAST shows the connections to the state-legislated articulation initiative and statewide career-technical credit transfer (CT²).
The Ohio Career Information System (OCIS), including the Individual Academic and Career Plan (IACP) component, reached a significant milestone – over one million logins. This was an 18 percent increase over FY2008 for Ohio’s 1,100 site licenses with 850 of those being schools (520 high schools, 254 middle schools, 76 middle/high schools). The number of personalized, student portfolios grew from 160,000 to nearly 200,000 – a 20 percent increase.

Two Ohio CTE best practice “print” stories featured in text on the Ohio Department of Education (ODE) Web had student-created videos – the first time that such a technical enhancement has been used at the ODE. One of the videos was also linked on the Google-owned TeacherTube site and had 1,000 hits in the first week. Another video – featuring a pre-engineering class – was shared with the state’s PLTW council.

The Office of CTE allocated fiscal resources to support CTE teacher alternative licensures through three universities (OSU, Kent State and Bowling Green).

Standards First, an on-line, inquiry-based lesson resource with 6,693 page views, continued to assist teachers with connecting academic and career field standards to real-world contexts. The Standards First Web site operates through the Ohio Resource Center.

Offering Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators and career guidance and academic counselors at the secondary and postsecondary levels

- The Office of CTE sponsored the second annual state economic-education summit with a focus on business/industry and education best practices and how these could be replicated. More than 500 educators and business/industry representatives participated. This engagement in the winter was one of a triad of events that included an Ohio School Improvement Institute (725 teaching teams that learned about models, strategies, practices to apply in classrooms) in autumn and the All-Ohio conference of the Ohio ACTE in the summer.
- In addition to individual assistance, two professional development workshops were conducted to enhance usability of the Webxam assessment system.
- For the 10th year, the Office of CTE conducted three professional development events for local career center communications officers to enhance their knowledge of state initiatives and replicable models. The focus was on social media with one event opened up to all staff at ODE. Local and state use of these newer tools was expanded, including at ODE, the launch of a Twitter.
- Through Project Lead The Way and with the assistance of the postsecondary state affiliate, (Sinclair Community College), teachers participated in initial and ongoing training specific to their courses. Ohio trained 186 teachers in eight content areas and two Ohio-based STEM courses in Fuel Cell Technology and Materials Joining Technology.
- Twenty-nine high schools and seven middle schools were nationally recognized through PLTW for meeting quality performance standards.
- Through Ford Partnership for Advanced Studies (FordPAS), teachers received ongoing training (meetings, classroom experiences, on-site state staff guidance) to assist with creating a 21st century skills, problem-based learning environment across curricular area. During the 2008-2009 year, 85 teachers were trained, and 15 follow up on-site visits were made.
- Around 70 teachers participated in the College Tech Prep Academies, which were revised to address the changes aligned with the Ohio CTE plan, including Perkins IV. The...
methodology of this improved academy combined in-class learning, on-line mentoring and video instruction to enhance teacher reflection, assessment and skill improvement related to managing and teaching within a high-quality TP program.

- Nearly 40 presentations were given in to assist districts and schools with the implementation of new standards related to the new CTE five-year plan, including Programs of Study (POS) to be adopted by 100 percent of Ohio secondary CTE programs by the end of 2013.
- Under the leadership of an assigned consultant, Ohio effectively served 209 high schools and middle schools in HSTW and Making Middle Grades Work. CTE provided 58 professional development sessions (31 for high school, 27 for middle grades).
- For the fifth consecutive year, the Office of CTE supported CTAE Leadership Ohio, serving 16 participants in a nine-month academy designed to enhance leadership skills.
- Graduation, Reality And Dual-role Skills (GRADS), an in-school instructional and intervention program for pregnant and parenting students, served more than 5,000 students. Professional development for GRADS teachers and supervisors emphasized training through simulations including how to help students during economic struggles.
- Twenty-five FCS teachers received 16 hours of service learning training sponsored through an Office of CTE partnership with the Ohio Lions and Lions Quest.
- The Office of CTE had an active leadership role assisting the Ohio Association of Teachers of Family and Consumer Sciences (OATFACS) with planning and implementing the summer conference. Over 300 teachers and supervisors of FCS and GRADS attended the conference that focused on financial literacy training, technology, classroom management and implementation of new state FCS courses.
- OCIS/IACP provided trainings/professional development to approximately 530 educators and administrators from 371 different organizations; and presented at approximately 11 various conferences and/or forums.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

The Office of CTE disseminated information related to activities cited below through various communications (e-mails, Web content, brochures, etc.). The integration of academic and technical skills, addressed in administrative rules adopted by the State Board, also was reflected in technical assistance and professional development activities.

- Early Childhood Education Technical Content Standards embedded with academics were developed.
- Ohio worked diligently on the implementation and an approval system for Programs of Study (POS). The new POS requirements extend from Grades 9 to 14 and include both academic and technical coursework that culminates in postsecondary articulated credit and industry-recognized credentials. Each of 91 Career-Technical Planning Districts provided a minimum of one POS as required. The process is in place that will insure that all Ohio CTE programs will be operating with an approved POS by 2013.
- Ohio was one of three states selected to participate in a four-year study (fall of 2010 through 2014) on the effectiveness of High Schools That Work. The study is a collaborative of the Educational Testing Service, National Research Center for Career and Technical Education and Southern Regional Education Board.
- CTE supported seven of nine schools representing major and small cities and rural demographics in the High School of Business Program, which is a two-to-four-year program emphasizing academic, college-level courses in a project and problem-based environment to better prepare students for college.
• Ohio PLTW served more than 10,000 students, continuing to reinforce the integration of academic and technical skills to prepare students for engineering high-skill, high-wage, high-demand occupations.

• Sixteen career field technical content standards were further reinforced during inquiry-based, problem-based workshops conducted in collaboration with the Ohio Resource Center.

• The Office of CTE provided leadership and support to assure that all CTE students adhere to the new Ohio high school graduation requirements called the Ohio Core (SB 311), especially financial literacy, which is offered through finance, business and FCS programs; additional collaboration was provided to support Ohio GEAR UP programs.

• The State Board of Education adopted credit flexibility requirements, one provision of Ohio Senate Bill 311 (Ohio Core legislation). This serves as a platform for integration of a plan in which students earn high school credit based on demonstration of subject area competency instead of or in combination with completing hours of classroom instruction. Career-tech leadership participated on the planning team.

• Although the measures for postsecondary adult Perkins changed from FY2008 to FY2009 and no longer included an academic assessment, Ohio continued to reinforce the importance that students attain the appropriate academic skills and credentials to continue in an educational pathway. One means of this reinforcement is ACT’s WorkKeys system that has academic achievement tied specifically to a program via a job-specific profile.

• Plans were made to incorporate the National Career Readiness Credential in the AWE Data Reporting System.

• The awareness and use of Stackable Certificates (credential layering aligning academic content standards and assessments) was enhanced by the creation and implementation of Basic and Advanced Skills Certificates available to Ohio's Adult Basic and Literacy Education (ABLE) students who demonstrated academic competencies in math, reading and writing. Stackables were responsive to employer and employee needs as well as supporting the Ohio Skills Bank, a new AWE collection tool.

• The Office of CTE expanded economically disadvantaged student postsecondary opportunities through AP Test fee waivers that enable more high school graduates to continue education without remediation.

• Ohio career-technical student organizations reinforced academic and technical knowledge and skills through competitive events and other related leadership activities.

Providing preparation for non-traditional fields in current and emerging professions and other activities that expose students, including special populations, to high-skill, high-wage occupations, except that one-day or short-term workshops or conferences are not allowable.

• The Office of CTE set aside resources, including the assignment of two CTE consultants, to support equal access of services for nontraditional students.

• There were 78 programs (including 11 new in such areas as marketing, culinary, hospitality, engineering, energy science) identified as nontraditional for female; and 33 programs (including six new in such areas as finance, tourism and medical management) identified as nontraditional for male students.

• Funds and leadership enabled the development of activities in a collaborative with 18 Ohio colleges and universities to engage girls in the traditionally male-dominated field of Information Technology and to plan ways to track the success of those activities in terms of enrollment in IT programs – both secondary and postsecondary.
Ohio PLTW joined six other states nationally to develop a new Biomedical Science, inquiry-based curriculum. The first course in a four-course sequence in four Ohio high schools was piloted with 76 percent of enrollment being female.

The Office of CTE and the Office for Exceptional Children at ODE provided grant monies to Kent State University for development of resources and train-the-trainer workshops to enable school staff to address the instructional needs of all learners, including students with disabilities in CTE.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical Programs of Study (POS)

- AWE, relocated to the OBR University System of Ohio in the middle of FY2009, continued providing services in partnership with ODE. Perkins-required functions such as grant approvals, reviews, technical assistance and monitoring for AWE was arranged and conducted jointly.
- In addition to the collaboratives with the OBR, the Office of CTE performed functions and provided assistance, services and products for the Ohio Department of Development (ODOD); the legislature; the Ohio Association for Career and Technical Education (ACTE); five career-technical student organizations (SkillsUSA, FFA, FCCLA, BPA, DECA); and numerous business/industry partners.
- The Office of CTE partnered with the Governor’s office, ODOD, OBR, Ohio Department of Job and Family Services, Ohio ACTE, Battelle and KnowledgeWorks to plan and implement the second annual Ohio Economic-Education Summit, focused on partnering to improve Ohio’s economy. One objective was to spurn regional summits, which occurred in at least two locations.
- The ODE, OBR, Ohio College Tech Prep, High Schools That Work and the Career Education Association sponsored the Ohio School Improvement Institute.
- The Office of CTE served in various capacities with workforce initiatives of the Ohio Governor, including with the Governor’s Workforce Policy Advisory Board and the Economic Growth Cabinet.
- Ohio was one of five states chosen to be part of the National Governor’s Association Policy Academy on Meeting Academic and Economy Need Through Career-Technical Education. Among members of the Ohio team were representatives of the Governor’s office, legislature, State Board of Education, other state agencies and businesses.
- The Office of CTE partnered with OSU, Kent State University and Bowling Green State University to develop a performance-based alternative CTE teacher licensure system.
- CTE students had opportunities to demonstrate knowledge and skills during a Nursery and Landscape Career Development event that occurred resulting from a partnership among CTE and businesses/associations such as Ohio Nursery and Landscape Association, The Breckman Group, The Pattie Group, Environmental Management, Bench Mark, Wood Landscaping and Bobcat. In addition to helping to craft the event, business partners served as trainers and judges for 10 school district teams selected to compete based on their demonstrated promising practices.
- The Office of CTE provided funding and leadership that enabled the development of activities in a collaborative with 18 Ohio colleges and universities to engage girls in the traditionally male-dominated field of Information Technology and to plan ways to track the
success of those activities in terms of enrollment in IT programs – both secondary and postsecondary. This statewide activity is known as “We Are IT” day.

- As part of Ohio Core (SB 311), the State Board of Education, in partnership with OBR and the Partnership for Continued Learning, convened a team, led by CTE state staff, to develop alternatives to the Carnegie unit for credit accumulation. Action by the State Board resulted in a policy allowing schools more flexibility for determining competencies.
- The Office of CTE has ongoing collaboration, including for an annual legislative seminar (January 2009) with the Ohio ACTE, the Ohio Association of Career-Technical Superintendents and the Ohio Association of City and Career-Technical Schools. The seminar provided a forum for information sharing, policy analysis, and strategic advocacy that impact overall CTE program planning and implementation efforts.
- With input from CTE, the State Board completed a report on what Ohio students should know and be able to do in the 21st century. The Education in the Global Economy (EDGE) summary of the research and survey was disseminated and intended to inform conversation to close workforce gaps and improve Ohio’s economy.
- The office of CTE in concert with Sinclair Community College continued to convene the Ohio PLTW advisory council, which included representatives of the Society of Manufacturing Engineers, American Electric Power, BioOhio, American Welding Society, Rockwell Automation, LuK USA, Timken Research Labs, Ohio Fuel Cell Coalition, Divelbiss and Diebold. The council provided leadership to grow Ohio PLTW programs.
- The office of CTE provided leadership to itWorks.Ohio, a career field advisory council that served to inform local programs concerning current business/industry practices. Among partners serving on the IT council were Honda of America, American Greetings, Progressive Medial, Battelle, SARCOM and Interhack Corporation.
- The Center of Science and Industry in Columbus accepted PLTW Ohio as its only non-business display of an Innovation Showcase.
- A partnership between the Ohio FCCLA student organization and State Farm Insurance resulted in the receipt of a State Farm $33,600 grant for college/high school peer-to-peer training to reinforce the integration of economics and financial literacy.
- Business/industry co-ops are an integral part of many CTE programs with, for example, about 90 percent of all Marketing programs having a strong student-employer component to reinforce standards-based learning.
- Ohio’s 1,816 Job Training Coordinator (JTC) students and their 139 coordinators have work-based learning partnerships with banks, hospitals and restaurants, among others.
- More than 1,000 business-industry partners assisted the Ohio career-technical student organizations by writing and judging tests at state competitions, among other mentorship support.
- With bioscience and energy identified as two industry sectors critical to Ohio’s economic future, Ashland County West Holmes Career Center stepped up its bioscience program that is closely aligned with North Central State College and Wil Research Laboratories in Ashland County and Upper Valley JVS (Piqua) and implemented a secondary Tech Prep-to-adult program in wind energy in partnership with Ohio Green Energy, which donated a wind turbine that provided 30 percent of the center’s energy. The postsecondary program encompasses college algebra, laboratory animal technician and pharmacy technician training that allows completers to be highly qualified candidates for employment at Wil.
- CTE partnered with the Ohio Restaurant Association to provide the ProStart educational program that leads to industry certification for students in culinary arts. Additionally, the Office of CTE provided a grant to support mentors who work with teachers to improve their ability to facilitate student achievement of that certification.
The Office of CTE partnered with a local “green dream” marketing program that received national recognition for its success with Junior Achievement and more than 100 other community and business/industry partnerships.

The Ohio Hotel and Lodging Association that provides facilities for Ohio educator professional development and actively promotes CTE programs to potential employers.

CTE offered teacher professional development offerings in welding, automotive technology and cosmetology through collaborations with Defense Metals, Lincoln Electric, Inc., Stark State Community College, the Ohio Board of Cosmetology and Today’s Class.

Ohio was one of five states chosen for a national Green-Focused Program of Study Development initiative through the National Research Center for Career and Technical Education and the OVAE, USDOE. In addition to building up programs to address industry needs in high-demand occupations, Ohio CTE will 1) identify the knowledge and skills required for students to succeed in Agricultural and Environmental Systems Career Field jobs connected to energy and alternative energy, bioproduct development and sustainable environmental systems; and 2) replicate the process in other CTE pathways.

The many higher education partnerships with business/industry are targeted to engage college students in knowledge and skills to prepare them to work in such areas as advanced energy, automotive manufacturing, bioscience, logistics and the insurance industry. Among the business/industry partners are Xunlight Corporation, John Deere, Akron Polymer Systems and Honda.

**Serving individuals in State institutions.**

- The Office of CTE set aside one percent of Perkins dollars to support career education and training in the state’s youth (Buckeye United School District, formerly called Ohio Department of Youth Services) and adult (Ohio Department of Rehabilitation and Corrections) correctional institutions.
- An ODE consultant, who visited each institution, provided targeted technical assistance, program development, evaluation and monitoring, strategic planning, teacher education and licensure assistance and guidance on the appropriate uses of Perkin’s funds.
- In the youth system, 1,925 young people were served through 20 programs in seven facilities. One of the facilities in Marion closed in early June, reducing the youth sites to six. These programs were evaluated on measures including student and staff attendance, nontraditional program participation, service to special needs students and student achievement.
- With CTE inservice, the youth system started incorporating the IACP, a 24-7 on-line academic and career planning tool for students, into the WFD program curriculum.
- In the adult system, 2,784 men and women were served in 80 programs within 32 facilities. These programs were evaluated on measures including attendance, program completion, textbook currency and nontraditional program participation.

**Providing support for programs for special populations that lead to high-skill, high-wage and high-demand occupations.**

- The ODE Offices of CTE and for Exceptional Children (EC) provided information and technical assistance related to CTE and Students with Disabilities (SWD) to more than 90 educators and parents.
- The Offices of CTE and for EC provided grant monies to Kent State University for development of resources and train-the-trainer workshops to enable school staff to address the instructional needs of all learners, including students with disabilities in CTE.
Additionally, the offices held a statewide workshop to help schools explore the use of the Strategic Instruction Method, a program designed to assist teachers in supporting the learning needs of mixed-ability populations.

- The ODE Offices of CTE and for EC served with representatives of other state agencies, educational service centers, universities and special populations (autism, etc.) groups on a state Students With Disabilities Transition Committee.
- The Office of CTE provided assistance for community school CTE programs, the majority of which serve special populations. Of the 332 community schools in Ohio, 48 of them had CTE-funded programs – 40 with CBI, 28 for GRADS and nine for WFD.
- The Office of CTE applied for and received AP Test fee waivers for low-income high school students in Ohio to provide more postsecondary opportunities for economically disadvantaged graduates.
- CTE provided resources (JTC guidebook, etc.) to assist 139 Ohio Job Training Coordinators (JTC) working with more than 1,800 JTC students engaged in work-based learning partnerships with banks, hospitals and restaurants, among others.
- Funds were used to support intensive career and academic counseling for adult workforce education special populations, financial aid coordinators who can help students with funding assistance and financial planning and transitions coordinators who help students transition from secondary to postsecondary education and work.

Offering technical assistance for eligible recipients.

- Four CTE administrative rules were updated and adopted (May 2009) by the State Board of Education. The rules provided guidelines for quality programming in secondary workforce development, Family and Consumer Sciences (FCS), Career-Based Intervention and Career Development.
- A CTE consultant provided direction and leadership for the ninth annual Ohio School Improvement Institute that engaged middle and high school teachers as individuals and teams, working to develop and revise strategies and activities for students.
- Around 100 teachers and supervisors with FCS and Career Paths for the Teaching Professions participated in on-line communications, training and technical assistance through Elluminate. Topics included financial literacy, risk management, food safety, consumer protection and relationship standards.
- For the seventh year, the Office of CTE worked with other partners (Ohio Board of Regents, Ohio Department of Development, Battelle, KnowledgeWorks, among others) to conduct the Ohio Economic-Education Summit II. Some local entities conducted regional summits modeled after the state event.
- The Office of CTE supports technical assistance through the activities of the Ohio Association for Career and Technical Education and its divisions, including the annual state conference as well as for related groups such as the Ohio Career-Technical Administrators (OCTA), the Ohio Association of Family and Consumer Science Teachers (OAFCST), the Ohio ACTE Business and Information Technology division and the ACTE Marketing Education division.
- Office of CTE Pathways consultants conducted educator workshops and provided one-on-one assistance connected to Ohio’s 16 career fields and technical content standards. This included inquiry-based, problem-based pedagogy to integrate real-life business/industry challenges into the classroom and beyond. For example, high-quality professional development was provided to a total of 550 teachers in the five career fields of Agriculture and Environmental Systems, Marketing, Hospitality and Tourism, Finance and Business and Administrative Services.
The Administrative Field Services (AFS) unit at ODE provided assistance to the planning districts, adult workforce education and youth/adult corrections through paper, telephone, e-mail and face-to-face channels, including technical assistance visits, four each at spring and fall regional meetings and individual compliance monitoring. Topics included Programs of Study (POS), non-traditional student participation and completion, assessment processes, grants management, civil rights compliance, plans that address student academic and technical achievement and overall school performance and other Perkins IV-specific compliance requirements. A collaborative effort of ODE and OBR extends this and similar assistance to Ohio Tech Prep recipients and OBR to the community college recipients.

The AFS Methods of Administration (MOA) Coordinator attended training in St. Louis, Mo. The MOA document was revised with a new targeting plan and an updated sub-recipient universe list. A five-year rotation schedule was established for determining which sub-recipients would be considered for receiving an on-site civil rights review from FY2010 through FY2014. The Coordinator provided technical assistance and compliance monitoring to 15 Perkins recipients. Results from on-site reviews and implementation of voluntary compliance plans will be reported in the FY2009-10 biennial report, which will be submitted to the Office of Civil Rights in July 2010.

In addition to individual assistance, two professional development workshops were conducted to enhance usability of the online, paper and pencil Webxam assessment system.

To improve efficiency and effectiveness, the CTE expanded use of on-line technical assistance/professional development, primarily through Elluminate. In addition to staff presentations on state needs/initiatives and local educator discussions about achievement models, featured speakers included representatives of the State Treasurer, US Bankruptcy Court for the Western District (New York), Ohio Attorney General, Ohio Insurance Institute, Ohio State Extension, Ohio Department of Health and Kroger Company.

The CTE Performance, Data and Accountability unit at ODE provided information on CTE accountability and monitoring 1) at a conference before 500 school district personnel who report CTE accountability data in the Education Management Information System (EMIS); 2) at regional meetings for planning districts; and 3) via a workshop for new CTE administrators. Tech Prep Consortia Directors were engaged in the development of the Tech Prep accountability system at four meetings.

PERMISSIBLE ACTIVITIES

Improving career guidance and academic counseling programs.

Ohio Administrative Rule 3301-68-01 (Criteria for Career Development Programs) was updated and adopted by the State Board of Education. One addition was the clarification of definitions and emphasis on personal learning plans (IACP) for students.

Through Project Lead The Way and with the assistance of the postsecondary state affiliate, (Sinclair Community College), CTE provided teachers and guidance counselors with initial and ongoing training specific to courses they are teaching and/or programs for which they provide guidance.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

The ODE and the OBR continued work on the Career-Technical Credit Transfer (CT²) initiative that facilitates statewide credit movement among public high school career-
technical, adult workforce and college/university education. In its second year, the statewide credit expanded from seven areas to 17. Areas implemented in FY2009 were First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate, Emergency Medical Technician-Paramedic, Volunteer Fire Fighter, Fire Fighter I, Fire Fighter II and Heating, Ventilation and Air Conditioning (HVAC). The areas developed in FY2009 were Culinary and Food Service Management, Ohio Basic Police Officer and Information Support Services (ISS).

- The OBR implemented the Transfer Assurance Guides (TAGs), which include the Ohio Transfer Module – addressing required and elective courses in general education courses and pre-major and major courses. Courses in a TAG are guaranteed to transfer from two-year to four-year schools and apply directly to the major. There are 38 TAGs in eight specific discipline areas presently involving 6,500 plus courses. The TAGs are integrated in the Ohio Program of Study (POS) model.
- Following the Perkins IV Transition Year, a POS template was completed. It included an indication of what coursework is eligible for articulated credit, including CT², TAGS, AP, PSEOP, Dual Credit and Seniors to Sophomores credit. All CTE programs will incorporate a POS by June 30, 2013.
- Ohio’s POS template includes planning through the sub-baccalaureate (two-year college) level and may include four-year degrees where applicable.

Supporting initiatives to facilitate transition of sub baccalaureate career and technical education students into baccalaureate programs

- CTE in conjunction with the OBR supported the implementation of Transfer Assurance Guides (TAGs), which include the Ohio Transfer Module – addressing required and elective courses in general education courses and pre-major and major courses. Courses in TAG are guaranteed to transfer from two-year to four-year schools and apply directly to the major. In its totality, the TAGs, which are integrated in the Ohio POS model, become a guaranteed pathway for students and are a powerful advising tool for faculty and other advisors. Thirty-eight TAGs in eight specific discipline areas involved 6,500 plus courses.

Supporting career and technical student organizations

Ohio’s career-technical student organizations (CTSO) are an integral part of overall student success – through accountability measured in competitions, citizenship demonstrated in leadership activities, multiple community service activities and adult-to-student and peer-to-peer networking and support, including reinforcement of academic and technical content standards. A brief overview is provided below for each of the Ohio CTSOs.

- Ohio SkillsUSA (31,502 members) – The state competition (April 24, 25, 2009) engaged 1,700 students in 89 events judged by 475 business/industry partners. Of those, 160 qualified for nationals June 21-27 in Kansas City, Mo. Ohio Skills USA students earned 41 gold, silver or bronze medals at the national events. One student was elected National Region III Vice President.
- Ohio FFA (23,458 members) – More than 6,000 students participated in 89 events judged by over 200 business/industry representatives during the 81st Ohio FFA Convention (May 1, 2009). More than 445 were determined eligible to compete nationally Oct. 21-24, 2009, in Indianapolis, Ind. Of those who competed nationally (October 2008), 13 brought home top 10 awards. One student was elected to a national FFA office.
- Ohio FCCLA (18, 017 members) – The Ohio Family, Career and Community Leaders of America (FCCLA) State Leadership Conference (April 15-17, 2009) engaged 1,600
students in 40 events judged by 280 business/industry judges. Of those, 125 qualified to compete nationally in Florida in July 2009. In July 2008, 72 students earned gold awards, 15 in silver and three in the bronze category. One student was elected as the National Vice President of Development.

- Ohio DECA (5,000 members) – The state competition (March 13-14, 2009) engaged 1,900 students in 43 events judged by 250 Ohio business/industry representatives. Approximately 200 Ohio DECA students were among more than 13,000 competitors from the United States, Germany, Guam, Puerto Rico, Canada and the Virgin Islands at the April 29-May 2 International DECA Career Development Conference (ICDC) in Anaheim, Calif. Ohio DECA students brought home 45 awards among the “top 10” of competition categories, achieving the second highest number of points in the nation.

- Business Professionals of America, Ohio Association (9,567 members) – The state conference (March 12-13, 2009) engaged 1,600 student competitors. Approximately 400 Ohio students were eligible to compete at the national conference. Ohio members brought home 71 secondary/high school awards among the “top 10” of competition categories with six and 13 in first and second place, respectively. One student was elected historian for the national officer team. In the postsecondary/college division, students brought home 39 top 10 awards with six and seven in first and second place, respectively.

Supporting public charter schools operating career and technical education programs.

- Under Ohio HB 119 (ORC 3314.087), all Ohio secondary students served by charter/community schools have access to services provided by the Ohio CTE delivery structure of career-technical planning districts.

- The Office of CTE provided assistance to community schools through communications for the monthly community school newsletter, as well as fiscal and compliance guidance related to 48 CTE-funded programs.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

- Four administrative rules related to secondary workforce development criteria, Family and Consumer Science (FCS), Career-Based Intervention (CBI) and Career Development were adopted by the State Board. Rule revisions since the previous five-year adoption period provided necessary 21st century updates as well separate guidelines for FCS and CBI for the first time.

- Secondary CTE-26 program approval applications, available on-line, authorize state weighted funds for Ohio CTE programs. Of 485 CTE-26 applications submitted, 447 were approved for funding. Aligned with the new state CTE plan, the application required an attachment of a Program of Study and assurances with a strong emphasis on business/industry and postsecondary engagement in addition to transcripted/articulated credit that would take place no later than FY2013.

- The Office of CTE continued to reinforce the use of Ohio’s 16 Career Field Technical Content Standards through ongoing inservice and communications.

- The secondary and AWE monitoring process required that Perkins’ recipients provide evidence of local activities addressing all aspects of an industry.
Supporting family and consumer sciences programs.

- Statewide teams of Family and Consumer Sciences (FCS) teachers updated end-of-course assessments aligned with new content standards with plans for implementation in FY2010.
- Twenty-five FCS teachers received 16 hours of service learning training sponsored through an Office of CTE partnership with the Ohio Lions and Lions Quest.
- Graduation, Reality And Dual-role Skills (GRADS), an in-school instructional and intervention program for pregnant and parenting students, served more than 5,000 students. Professional development for GRADS teachers and supervisors emphasized training through poverty simulation, further helping students during economic struggles.
- The Office of CTE expanded use of on-line communications and technical assistance through Elluminate with most users in FCS and the Career Paths for the Teaching Professions.
- The Office of CTE had an active leadership role assisting the Ohio Association of Teachers of Family and Consumer Sciences (OATFACS) with planning and implementing the summer conference. Over 300 teachers and supervisors of FCS and GRADS attended the conference which focused on financial literacy training, technology, classroom management and implementation of new state FCS courses.

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

- Business/industry co-ops were an integral part of many CTE programs with, for example about 90 percent of all Marketing programs having a strong student-employer component to reinforce standards-based learning. (See section 1.a. Supporting partnerships…)
- Ohio’s 1,816 Job Training Coordinator (JTC) students and their 139 coordinators had work-based learning partnerships with banks, hospitals and restaurants, among others.
- CTE supported replication and communicated information about CTE and Tech Prep rigorous curriculum models in dual enrollment (students getting high school diploma and associates degree at the same time) and postsecondary enrollment options.
- Through collaboration with the Society of Manufacturing Engineers Education Foundation and several industries, CTE offered two Summer Institutes for high school students in the areas of specialty welding and automation and robotics. Over 60 high school students participated in the Institutes.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

- Ohio CTE developed a two- to four-year program of study in Energy Science that is meant to prepare students for transition to postsecondary education in a variety of alternative and renewable energy science fields.
- CTE supported the implementation of 24 programs – four times the number in FY2008 – in Biomedical Science at the high school level. Teachers participated in on-going training in the area of Fuel Cell Technology, and ODE conducted on-site visits to assist teachers in providing the problem-based learning in the content area.
- The Office of CTE provided grants to seven of the nine High School of Business Programs representing major and small cities and rural demographics. The three-to-four-year program emphasizes college-level courses in a project and problem-based environment to better prepare students to excel in a college business program.
- A new Geospatial Information System program was piloted in Ohio.

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Ohio Tech Prep continued the development of dual credit programming building pre-engineering on several programs such as Tech Prep College NOW, which offers the student the opportunity to simultaneously graduate with a diploma and associate degree.

Ohio received 13 of 35 HSTW National Awards – more than any state. The middle and high school recipients were recognized for school improvement and student achievement as documented through results of biennial National Assessment of Educational Progress (NAEP)-like testing. The awards included two Gold for Improved Achievement, three Gold for Improved Implementation, two Silver for Applied Learning and six Pacesetter.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under section 135(c) (19) of Perkins IV

Ohio did not pool funds in FY2009.

Providing activities to support entrepreneurship education and training

Ohio CTE joined the Consortium for Entrepreneurship Education (CEE), which included participation in state and national entrepreneurship week that featured an Ohio CTE student.

As a member of CEE and the Ohio Entrepreneurship Coalition, CTE participated in activities related to National/Ohio Entrepreneurship Week with the Ohio Department of Development’s Entrepreneurship and Small Business Division. This effort included an Entrepreneurship Expo.

The Office of CTE planned for a Marketing Career Field Entrepreneurship Pathway that will further prepare secondary students for postsecondary entrepreneurial studies. Entrepreneurship concepts continued to be in all career fields.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education.

No Perkins funds were expended in this area, but the office provided oversight for limited state dollars for the Ohio Adult High School Continuation Program that provided $96,600 in state dollars to schools that offer classes to help adults get a high school diploma.

Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

AWE providers delivered the necessary instruction for credential acquisition to upgrade, improve or generate new skill development for over 99,000 adults who participated in the system. This assistance includes guidance and career counseling, evaluation and assessments for success, financial aid and job placement assistance.

The Office of CTE supported two efforts stemming from the Governor’s strategic agenda called TurnAround Ohio – the Ohio Skills Bank and Stackable Credentials.

AWE continued to be an integral part of activities through Workforce Investment Boards, including that involving One-Stop Centers. One example is assistance (counseling, financial aid, training, etc.) to workers displaced with the closing of the DHL facility in Wilmington.
Developing valid and reliable assessments of technical skills.

- CTE provided funding for support and resources to the Ohio Master site for the Adult Workforce Education ACT/WorkKeys project. This site provides personnel and assistance via a “single point of contact” to the 40 full-service centers. This master site also served as a warehouse to distribute on-demand WorkKeys marketing and test materials.
- Individual secondary technical skill assessments continued to be modified in order to maintain item validity and reliability. Emphasis continued to be placed on the use of industry-recognized credential exams as a part of the state secondary assessment system. Specific industry tests for selected programs were published in a master matrix of program information available on the ODE Web.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

- During FY2009 and as established in Ohio House Bill 119, adult career-technical programs – Adult Workforce Education (AWE) and Adult Basic and Literacy Education (ABLE) – previously housed under the structure of the Office of Career-Technical and Adult Education (CTAE) within the Ohio Department of Education (ODE), became part of the University System of Ohio (USO) administered by the Ohio Board of Regents (OBR). Throughout this transition and continuing into FY2010, the primary reporting system for adult workforce, the AWD Data Reporting System, remained with the Perkins fiscal agent, the ODE; thus, data reporting and accountability is handled by ODE. Other Perkins required functions such as grant approvals, desk and on-site reviews, technical assistance and monitoring are arranged jointly between ODE and OBR staff until all functions for adult workforce can be transferred and a new data reporting system is built to handle reporting.
- Of the 99,346 adults enrolled in workforce development programming, 10,007 were reported as completers, 6,179 reported as adults transferring across fiscal years to complete a program, and 1,966 reported as program leavers. Of those completing programs, there was a 91.96 percent credential acquisition rate calculated according to the Ohio Perkins formula for postsecondary adult. The remainder of the students was enrolled in short-term skill classes that have minimal performance and aggregated data.
- For the past two years, adult workforce development completer information (i.e., SSI) have been matched with the state's Job and Family Services unemployment insurance compensation records, FEDES and WRIS, for tracking of retention as a measure of performance.
- The OBR conducts data matches with the Ohio Department of Jobs and Family Services to capture employment and salary data for graduates and enrolled students. This information is valuable, but is limited to Unemployment Insurance (UI) covered employment within Ohio. The Regents are exploring the possibilities of matching with other data systems, such as FEDES, that would identify employment outcomes within federal government agencies.
- More than 127,000 students were secondary CTE Participants, approximately 11,000 fewer than in FY2008. ODE changed the method for determining CTE Participants in FY2009, and a small number of school districts seem to have been unaware of this change (as their data shows “0” CTE Participants). With more correct reporting in FY2010, the number of CTE participants is expected to go up. Over 32,700 students were CTE Concentrators (more than previous) and over 27,000 CTE Concentrators left secondary education.
- New data elements were added to the secondary Education Management Information System (EMIS). “Pregnant/parenting status” element (a Perkins-required subgroup for data
analysis) was added, and guidance for identifying and reporting this student group was published on the ODE Web. “CTE course that qualifies for college credit” element was added to provide more data for measuring Tech Prep Indicator 1STP4 (completion of course awarding postsecondary credit). Many EMIS data elements were revised to provide up-to-date data.

- Many secondary CTE EMIS data verification reports were developed or redesigned to provide reports for school districts to monitor their CTE performance data. Presentations and technical assistance helped school districts understand and use these reports.

- The state Perkins data team (ODE and OBR staff) met four times and discussed: data system integration issues; Tech Prep accountability system implementation timeline; calculation of TP indicator baseline data; LEA performance target negotiations processes (design of Performance Target Worksheets); design of performance reports; Data Quality Institute; CAR data; processes for engaging local stakeholders in determining FY10 & FY11 state proposed performance levels; FERPA issues; Postsecondary & Adult employment & retention data via administrative data exchanges; AWE data system transition from ODE to OBR; nontraditional program lists; updating of secondary EMIS subject codes; and Web publication of Perkins accountability information and reports.

- The Tech Prep accountability system was in development. Ohio uses existing state data systems, EMIS and HEI. These data systems are the primary state education data systems, are well-supported, and are capable of collecting most of the data needed for Tech Prep accountability (given lead time of 12-24 months). The two data systems are not integrated, but there is interest and proposed state legislation to support a P-20 system. Stakeholders, including Tech Prep Consortia and secondary LEAs, provided input regarding decisions.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business

- The Office of CTE, in conjunction with six universities, began implementing approved licensure programs to meet new performance-based, Ohio Educator Preparation Standards for both traditional (Route A) and industry-experienced (Route B) teachers. Grants from $9,000 to $172,800 were awarded to support programs to better prepare teachers with the knowledge, skills and capacity to instruct their classes in alignment with Ohio’s 16 career field technical content standards. The re-design put in place a process by which each university has a minimum of four performance measures that will be documented to determine impact on students as required by the grants and to assist with NCATE reviews.

- The Office of CTE and university representatives met regularly to share information and work toward continuous improvement. Benefits of this networking included: One university that developed an articulated associate degree program that enabled a Route B teacher to articulate a preparation program into an associate degree major – a process that is now being replicated by other universities; a university that invites school district administrators and education human resource professionals to meet to review its process and forms, enabling a smoother transition for teachers new to the profession; and a university that invites already licensed teachers and counselors to be speakers.

Supporting occupational and employment information resources.

- The Office of CTE updated a Labor Laws and Issues document to help local CTE educators assure that programs are in compliance with current regulations regarding student employment and work experience.

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The Office of CTE developed materials (employment projections, state agency websites, etc.) for CTE leadership participating at the economic-education summit. These materials served as references for local planning and implementation activities.

PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

Ohio CTE technical assessments from accounting to medical assistant and welding are available through the Ohio Career Technical Assessment (OCTA) system administered through Webxam at the Center on Education and Training for Employment (CETE) at The Ohio State University (OSU). The Ohio CTE testing system offers end-of-program and modular type tests for students in qualifying career-technical programs. All tests may be taken online through Webxam, a Web-based administration interface where students can be scheduled to take tests, and student test results can be viewed. All tests are aligned to technical content standards. In FY2009, there were 64 tests, including 13 for Work and Family Life.

Additionally, Ohio CTE developed a new FY2010 CTE Technical Assessments, Industry Assessments and Credentials Matrix with nearly 200 suggestions and recommendations to further validate the knowledge and skill of students in CTE programs. About two-thirds of the items are industry-based certificates and exams, and the final third is other career-technical education assessments, including the Webxam through CETE at OSU. The Office of CTE urged local high school career-technical programs to make use of industry certificate, governmental licensure and private vendor program certifications to enhance school district credibility and increase student employment and higher education opportunities.

A student can be assessed while enrolled in the first year of a two-year program, and the assessment results can be reported in the Education Management Information System (EMIS) the year he/she is assessed. Below is how this information can be reflected in EMIS.

- A student who is reported as a CTE Concentrator and leaves secondary education in the current year is included in the calculation of Technical Skill Attainment (2S1) in the current year.
- A student who is reported as a CTE Concentrator and leaves secondary education in a subsequent year will be included in the calculation of Technical Skill Attainment during the year he/she leaves secondary education.
- A student who never reaches the status of a CTE Concentrator is never included in the calculation of Technical Skill Attainment.

If the student benefits by being assessed, regardless of whether the student's assessment results are included in the calculation of Technical Skill Attainment, assessment should be considered.

While work was slowed due to a two-month state agency contract work stoppage order in the spring of 2009, the Office of CTE articulation/assessment collaborative with the CETE resulted in the following: 1) both secondary and postsecondary faculty were involved in writing test items for pathways in seven career fields – four in Information Technology, one in Business and Administrative Services, one for Transportation Systems and one for Marketing; 2) one Finance Career Field pathway test was scheduled for item writing in June; and 3) Content validation was started on two IT tests.

Implementation of State Program Improvement Plans

- **Secondary** – FY2009 data reporting for school districts ended on Nov. 20, 2009, for CTE accountability purposes. CTE performance calculations met the EDEN and CAR reporting deadlines. The next priority is to develop and publish the state Secondary Workforce Development Performance Report, which will contain enrollment data, performance results (including for Perkins student subgroups), performance levels and whether levels were met.
Ohio does not need to submit a secondary performance improvement plan, as state performance rates for all eight secondary indicators exceeded state levels (targets). Results include:

- 1S1 (Academic Attainment—Reading/LA) – 93.31% rate (state level was 87%)
- 1S2 (Academic Attainment—Mathematics) – 91.68% rate (state level was 83%)
- 2S1 (Technical Skill Attainment) – 63.63% rate (state level was 61%)
- 3S1 (School Completion) – 95.4% rate (state level was 93%)
- 4S1 (Student Graduation Rates) – 94.63% rate (state level was 73.6%)
- 5S1 (Placement) – 88.49% rate (state level was 87%)
- 6S1 (Nontraditional Participation) – 26.67% rate (state level was 20%)
- 6S2 (Nontraditional Completion) – 22.81% rate (state level was 17%)

1S1 and 1S2 Trend Data – Individuals with disabilities special population’s subgroup continues to be the lowest performing subgroup in reading (1S1) and mathematics (1S2). Many of these students may be exempt from the requirement to pass the state assessments in order to obtain a diploma, so are not compelled to retake the assessments they do not initially pass, a contributing factor to the low rates.

5S1 (Placement) – Performance result (88.49%) is significantly lower than the FY2008 baseline (92.68%). Ohio’s high unemployment rate (> 10%), which is not expected to greatly improve in the near future, is a major factor and a cause of great concern.

Ohio does not need to submit an FY2009 postsecondary Performance Improvement Plan, as state performance rates for six postsecondary indicators exceed state levels (targets). Results include:

- 1P1 – (Technical Skill Attainment) 75.99% rate (state level was 74%)
- 2P1 – (Credential, Certificate, or Degree) 43.24% rate (state level was 37%)
- 3P1 – (Student Retention or Transfer) 66.03% rate (state level was 66%)
- 4P1 – (Student Placement) 80% rate (state level 79%)
- 5P1 – (Nontraditional Participation) 21.98% rate (state level 11.5%)
- 5P2 – (Nontraditional Completion) 19.54% rate (state level 10.5%)

4P1 (Placement) – FY2009 performance result (80%) increased however this improvement is significantly close to the FY2008 baseline (79.56%). Ohio’s high unemployment rate is a factor and cause of concern. The next priority is to develop and publish an online accountability guide to facilitate understanding about local performance indicators.

Adult – The state AWE Performance Report is published on the ODE Web. The report contains enrollment data, performance results (including for Perkins student subgroups), performance levels and whether levels were met.

Ohio does not need to submit an FY2009 adult performance improvement plan, as state performance rates for five adult indicators exceed state levels (targets); and exceeds 90% of the state level for one indicator. Results include:

- 1A1 (Technical Skill Attainment) – 91.51% rate (state level was 90.62%)
- 2A1 (Credential, Certificate or Degree) – 68.86% rate (state level was 66%)
- 3A1 (Student Retention or Transfer) – 82.44% rate (state level was 75.5%)
- 4A1 (Student Placement) – 86.48% rate (state level was 93.8%)
- 5A1 (Nontraditional Participation) – 10.36% rate (state level was 9.62%)
- 5A2 (Nontraditional Completion) – 9.57% rate (state level was 8.92%)

4A1 (Placement) – Performance rate (86.48%) did not meet the state level (93.80%) but exceeded 90% of the state level. The FY2009 rate is significantly lower than the FY2008 baseline (92.41%). Ohio’s high unemployment rate is a major factor and cause of concern.

Implementation of Local Program Improvement Plans

- The local performance improvement plan (PIP) forms and instructions for Adult Workforce and Secondary sub recipients were developed and published on the ODE Web. CTPDs are required to
complete the form for all indicators that did not minimally meet 90 percent of any agreed upon local adjusted level of performance and to indicate what specific action will be taken in FY2010 to improve percentages for those indicators and who will be responsible for implementing the action plan.

- The local performance improvement plan (PIP) forms and instructions for college sub recipients were developed and provided electronically. CTPDs are required to complete the form for all indicators that did not minimally meet 90 percent of any agreed upon local adjusted level of performance and to indicate what specific action will be taken in FY2010 to improve percentages for those indicators and who will be responsible for implementing the action plan.

- **Secondary** – After completion of the FY2009 CAR and EDEN reporting, the next priority is to develop and publish 91 local Secondary Workforce Development Performance Reports, which will contain enrollment data, performance results (including for Perkins student subgroups), performance levels and whether levels were met. The published reports will contain data that is “masked” (no data when fewer than 10 students) in compliance with ODE data policies and the federal Family Educational Rights and Privacy Act (FERPA). The unmasked local reports will be sent to each LEA via a secure Web server.

- Of 91 secondary LEAs, 35 did not meet 90 percent of the local performance levels for at least one indicator (range of 1-4), so must submit performance improvement plans.

- Secondary performance levels not met include:
  - 2S1 (Technical Skill Attainment) – 24 did not meet 90% of local performance levels
  - 6S2 (Nontraditional Completion) – 9 (nine) did not meet 90% of local performance levels
  - 6S1 (Nontraditional Participation) – 6 (six) did not meet 90% of local performance levels
  - 5S1 (Placement) – 5 (five) did not meet 90% of local performance levels
  - 3S1 (School Completion) – 2 (two) did not meet 90% of local performance levels
  - 1S1 (Academic Attainment—Reading/LA) – 1 (one) did not meet 90% of local performance levels
  - 1S2 (Academic Attainment—Mathematics) – 1 (one) did not meet 90% of local performance levels

- **Adult** – The FY2009 local Adult Workforce Education Performance Reports are published on the ODE Web. Each report contains enrollment data, statewide and local performance rates, performance levels and whether levels were met. The published reports contain data that is “masked” (no data when fewer than 10 students) in compliance with ODE data policies and the FERPA. The unmasked local reports were sent to each LEA encrypted e-mail.

- Of 31 adult LEAs, 17 did not meet 90% of the local performance levels for at least one indicator (range of 1-4), so must submit performance improvement plans.

- Adult performance levels not met include:
  - 4A1 (Placement) – 11 did not meet 90% of local performance levels
  - 5A1 (Nontraditional Participation) – 6 (six) did not meet 90% of local performance levels
  - 2A1 (Credential, Certificate or Degree) and 5A2 (Nontraditional Completion) – 5 (five) did not meet 90% of local performance levels
  - 3A1 (Student Retention or Transfer – 4 (four) did not meet 90% of local performance levels
  - 1A1 (Technical Skill Attainment) – 1 (one) did not meet 90% of local performance levels

- **Tech Prep** – Performance levels were not negotiated in FY2009 with the Tech Prep consortia, as the Tech Prep accountability system and state data systems (EMIS and HEI) was still in the early stage of development. Tech Prep consortia accountability will be phased in:
  - FY2010 – Performance levels (targets) will be negotiated for the four postsecondary Tech Prep indicators – 1PTP1, 1PTP2, 1PTP3 and 1PTP4.
FY2011 – Performance levels (targets) will also be negotiated for three secondary Tech Prep indicators – 1STP1, 1STP2 and 1STP5.
FY2012 – Performance levels (targets) will be negotiated for all secondary and postsecondary Tech Prep indicators.

- **College** – Twenty-one of 22 Perkins college recipients met or exceeded 90% of their targets.
- One Perkins college recipient did not meet the 90% target for 4P1 Student Placement and 5P2 Nontraditional Completion; a performance improvement plan is required.
- The FY2009 unmasked local reports will be sent to each coordinator via a secure Web server.
- After completion of the FY2009 CAR reporting, the next priority is to develop and publish 23 local postsecondary Performance Reports, which will contain enrollment data, performance results (including for Perkins student subgroups), performance levels and whether levels were met. The published reports will contain data that is “masked” (no data when fewer than 10 students) in compliance with OBR data policies and FERPA.
- The FY2009 masked local Performance Reports will be published via the Internet after anticipated completion of the OBR Perkins website in early 2010.

**Tech Prep Grant Award Information**

- The Office of CTE and OBR delivered Tech Prep (TP) through the 23-member Ohio TP consortia.
- The Ohio Tech TP Consortia were funded based on size. Small, medium and large consortium received three, four and six percent of the total funds available, respectively. The purpose of the funds was to expand, enhance and provide equal access for all Ohio students to be successful through rigorous career technical education in a career pathway of their choice.
- The OBR and ODE worked collaboratively to revise the TP State Advisory Council by-laws, including operational guidelines and membership requirements for local consortia.
- Current accountability measures through the CCIP (on-line system) continued.

**FY2009 Tech Prep - Federal Based Allocations**

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