

PART B: NARRATIVE PERFORMANCE INFORMATION (OHIO 2010 CAR)

Ohio's Consolidated Annual Report (CAR) for fiscal year starting July 1, 2009, through June 30, 2010, reflects data and other information related to all populations, programs and initiatives aligned with the state Career-Technical Education (CTE) plan and Carl D. Perkins Career and Technical Education Act of 2006, U.S. Department of Education Plan.

The foundation of the plan is a "Programs of Study (POS) for all" vision that reinforces highly rigorous and relevant POS and programs meeting high quality standards that are accessible to all CTE students to ensure college and career readiness. Quality implementation resources were developed to assist schools as they began transitioning their programs to this POS standard. Resources included a POS chart showing collaborative relationships from middle school through high school and postsecondary education and a rubric for local assessment. Specific information can be found at our website:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=2&TopicRelationID=1734>

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 129,629 high school (Grade 9-12) workforce development students (includes 33,821 enrolled in a Tech Prep course), 99,346 adults in workforce education and 105,725 career-tech students in Perkins-funded colleges.

1. 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 meeting with (business/industry, educators, etc.) to assess local CTE program performance as well as determination of current Courses of Study.
- Ohio was the only state selected to participate in a three-year study (summer 2010 through summer 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 and will involve up to 80 high schools with half using the HSTW model and half not using the HSTW model.
- Ohio received 13 of 62 HSTW awards – more than any other state – in an achievement recognition process through the Southern Regional Education Board.
- In FY10 all new programs offered at CTPDs submitted a POS and all CTPDs submitted at least one POS to begin the process of meeting Ohio's policy of 100% of CTE programs with POS by 2013. A tracking system is in place to monitor and make certain that local recipients meet requirements. Ohio's compliance monitoring system includes verification that all CTPDs have a plan in place to ensure that all CTE programs will have a state approved POS by 2013.
- A self assessment tool was provided to assist local school districts in making decisions regarding programming. The tool, aligned with OVAE's 10 pillars of POS and Ohio Perkins IV Tech Prep Implementation Expectations, helped administrators determine the technical assistance they need to implement the vision of POS opportunities for all students.
- Outcome data including placement, graduation rate, and academic attainment was analyzed and used for program evaluation and decision-making. For example, special populations data was discussed and strategies were identified and implemented.
- Ohio supported four curriculum initiatives that include elements that research supports as related to quality student outcomes FORD PAS, HSOB, PLTW and CASE. These four curriculum packages align the critical elements for curriculum and delivery: standards, curriculum, instructional strategies, assessment and data collection – data supports the positive results of such complete packages.

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. A four-step monitoring process was followed to assess the extent that AWE and colleges were in compliance with Perkins IV regulations.
- Leadership funds were used to develop and revise career field industry-validate technical content standards. To assist teachers in the implementation of Ohio's Career Field Technical Content Standards, the Ohio Competency Articulation and Sequencing Tool was developed. This is a sortable database to assist teachers in developing articulation agreements, course design, Problem-Based-Learning and work-based and service learning pedagogy while having a link to our state assessment system. At the conclusion of the FY10, this tool was completed for the Business and Administrative Services, Finance, Information Technology and Marketing Career Fields. Ensuring that CTE coursework is connected to industry-validate standards also ensures that the latest industry technology is addressed within curricula. 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 the Transportation Systems Career Field.
- Through Project Lead The Way (PLTW) students in pre-engineering and biomedical science participated in computer-driven, problem-based learning. Ohio CTE supported 245 PLTW programs and more than 14,600 students.

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 level.

- Leadership funds were used to provide training for teachers related to working with students in mixed ability classrooms through a joint initiative of CTE and the office of exceptional children. Eight mixed ability classroom workshops for trainers from multiple CTPDs were held. Trainers were given materials to support additional training at their school. These materials included a manual, website, and PowerPoint presentations.
- The annual itWORKS.Ohio conference for IT educators attracted 160 faculty and administrators from secondary and postsecondary institutions and business. Topics addressed business processes and classroom best practices as well as industry trends and issues.
- The Office of CTE allocated fiscal resources to support CTE teacher licensure through eight universities (Bowling Green, Kent, Ohio State, Rio Grande, Akron, Toledo, Wright State and Youngstown State). 820 students were enrolled in CTE teacher education program across the universities in various cohorts typically spanning a four-year interval. In FY10, 229 met all CTE licensure requirements.
- In collaboration with Ohio's CTE administrators association (OCTA) a multi-session new CTE administrators' professional development was conducted. New administrators were informed about federal and state funding, rules, accountability and other related topics. Over 30 new administrators benefited from this opportunity. Job-embedded technical assistance is also made available throughout the year.
- A reoccurring professional development workshop with job-embedded targeted assistance to individual school districts was conducted to enhance usability of the Webxam secondary statewide assessment system.
- For the 11th 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 Ohio's new credit flex policy, pathway assessment and messaging about CTE.
- 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 PLTW content areas plus two Ohio-based STEM courses in Fuel Cell Technology and Materials Joining Technology. 29 high schools and seven middle schools were

nationally recognized through PLTW for meeting quality performance standards. Counselors are also included in the PD opportunity.

- Through Ford Partnership for Advanced Studies (Ford PAS), 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 areas. During the 2009-2010 year, 55 teachers were trained.
- CTE provided 58 professional development sessions (31 for high school, 27 for middle grades) for HSTW and Making Middle Grades Work.
- Career field consultants held multiple workshops to improve teacher effectiveness and to develop teacher leadership skills for the field. Partnerships with professional associations created additional professional development opportunities.

Providing support 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.

- Ohio implemented an approval system for Program of Study (POS). The new POS requirements extend, at a minimum, from grades 9 – 14 and included both academic and technical coursework that culminates in postsecondary articulated credit and industry-recognized credentials. In FY2009, each of 91 Career-Technical Planning Districts provided a minimum of one POS as required in the State Plan. During FY10 over 500 new program applications were processed as the CTPDs progressed to insuring that all Ohio CTE programs will be operating with an approved POS by 2013.
- The Office of CTE convened a 30-person panel of education and industry representatives to guide the work of developing a challenging and rigorous four-course curriculum for Automated Materials Joining Technologies, an emerging Pathway aligned with Ohio economic drivers. The panel provided guidance on what students should know and be able to do in a new career pathway the integrates English language arts, science and mathematics with technical knowledge and skills related to design, manufacturing processes, materials joining, robotics and other areas. Among business entities represented on the panel were Edison Welding Institute and Rockwell Automation, Inc. Ohio is designing this project in collaboration with the SREB.
- 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 served more than 14,600 students, through PLTW by reinforcing the integration of academic and technical skills to prepare students for engineering high-skill, high-wage, high-demand occupations and to transition to two-year and four-year postsecondary institutions.
- 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 (SB311), especially financial literacy, which is offered through business education programs and FCS 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 through 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 and career centers were among the strongest early adopters. This tool is considered to be a support for integration academic and technical content.
- The current University System of Ohio emphasizes a college-focused transformation called “GED to PhD.” Within the ACT WorkKeys system, Ohio has 94 sites issuing National Center Readiness Credentials through either the Lorain County Community College or the Adult Basic and Literacy Education program operated by Owens Community College. In FY 2010, nearly 37,000 certificates had been issued and registered with 24%t gold, 56% silver and 20% bronze. These credentials reflect literacy and numeracy skill levels.
- The Office of CTE participated in the AP Test Fee Waiver Program a Federal Grant for students on free and or reduced lunch. The grant amount received in FY10 was \$375,336. This program aligns with Ohio’s legislation to encourage more students to seek postsecondary educational opportunities.

- Ohio's Career-Technical Student Organizations (CTSO) continued reinforcing academic and technical knowledge and skills through competitive events and other related leadership activities.
- Ohio's Career-Technical Student Organizations (CTSO) continued to be an integral part of overall student success as indicated by technical attainment measured by competitions that reinforce academic and technical content standards, citizenship demonstrated in leadership activities, multiple community service activities and adult-to-student and peer-to-peer networking and support 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.

- The Office of CTE allocated resources for professional development and assigned two CTE consultants, to provide leadership and support and equal access of services for non-traditional students.
- There were 78 programs (including 11 new in such areas as marketing, culinary, hospitality, engineering, energy science) identified as non-traditional for female; and 33 programs (including six new in such areas as finance, tourism and medical management) identified as non-traditional for male students.
- Funds and leadership enabled the development of activities in a collaborative with 18 Ohio colleges and universities to engage 2,700 girls in awareness activities for 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. In the future this initiative will focus on multiple STEM programs.
- For the second year, 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. In FY2010, eight sessions were held for more than 150 trainers representing about 70 percent of Ohio's CTPDs.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organization, 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).

- The Office of CTE implemented a Green-Focused POS project that was piloted in on JVSD. The project was in partnership with local business and industry.
- Since FY09 when AWE staff was transferred from ODE to OBR, Perkins monitoring, technical assistance and plan approvals have been shared responsibilities between both agencies' staff. This approach worked well and will continue into FY2011 as the new Regents staff integrates postsecondary Perkins programs and services into the goals of the University System of Ohio.
- In addition to the collaborative with 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 of Career and Technical Education (OACTE); 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, BioOhio and KnowledgeWorks to plan and implement the third 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. A total of 636 people including staff, speakers and exhibitors attended this event. Ohio was one of five state 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. In FY10, an action plan was submitted focused on 1) teaching the college and career-ready content in the right programs to be

responsive to business needs, 2) integrating academic and technical content and 3) supporting seamless transfer or credit for students across educational levels.

- 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.
- The Office of CTE has ongoing collaboration with the Ohio ACTE, The Ohio Association of Career-Technical Superintendents and the Ohio Association of City and Career-Technical Schools as avenues for information dissemination and provision of technical assistance.
- 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, Ohio Fuel Cell Coalition and Divilbiss. The council provided leadership and guidance to foster the growth of Ohio PLTW programs.
- The Office of CTE provided leadership to itWORKS.Ohio, a professional development conference for Ohio Information Technology teachers. This career field advisory council served to inform local programs concerning current business/industry practices. The conference was planned in collaboration with the Business IT Advisory Council, IT education professionals in the field and ODE staff. Among partners serving on the Business IT Advisory Council were Honda of America, American Greetings, Progressive Medical, Battelle, SARCOM and Interhack Corporation. Approximately 200 high school teachers and administrators, college faculty and administrators, Tech Prep Directors, students and business/industry stakeholders attended.
- Business/industry co-ops continued to be an integral part of many CTE programs. For example, about 80 percent of all Marketing programs have a strong student-employer component to reinforce standards-based learning.
- Ohio’s 1,756 Job Training Coordinator (JTC) students and their 131 coordinators had work-based learning partnerships with banks, hospitals and restaurants, among others.
- Ohio’s 26,563 Career Based Intervention (CBI) students and their 934 coordinators have work-based learning partnerships in numerous career field areas.
- More than 1,000 business-industry partners assisted the Ohio Career-Technical Student Organizations (CTSO) by writing and judging tests at state competitions, among other mentorship support.
- CTE partnered with the Ohio Restaurant Association to provide the ProStart education program that leads to industry certification for student 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 in that career field and to provide a professional development conference for all culinary teachers.
- 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. The partnership promoted financial literacy education and supported the development of Mentoring Guides and Training Manuals provided to participating districts. The documents contain materials, activities, and electronic links to valuable resources when teaching Financial Literacy at any grade level. Training on how to use the guide were also held.
- The Ohio Hotel and Lodging Association provided facilities for Ohio educator professional development and actively promoted 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 developing programs to address industry needs in high-demand occupations, Ohio CTE was able to 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. Higher education partnerships with business/industry were targeted to engage college students in activities that would help them gain knowledge and skills to work in areas such as advanced energy, automotive manufacturing, bioscience, logistics and the insurance industry. Among the business/industry partners were Xunlight Corporation, John Deere, Akron Polymer Systems and Honda.

Serving individuals in state institutions.

- The Office of CTE set aside on percent of Perkins dollars to support career education and training in the state's youth and adult correctional institutions. An ODE consultant visited each institution and provided targeted technical assistance on program development, evaluation and monitoring, strategic planning, teacher education licensure and appropriate uses of Perkin's funds.
- In the youth system, 1,925 young people were served through 20 programs in seven facilities. These programs were evaluated on measures including student and staff attendance, non-traditional program participation, service to special needs students and student achievement.
- With the help of technical assistance from CTE, 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 served in 80 programs with 32 facilities. These programs were evaluated on measures including attendance, program completion, textbook currency and non-traditional program participation.

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

- For a second year, the Offices of CTE and Exceptional Children 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. This second set of workshops focused on problem-solving for the classroom teacher as well as building a community-of-practice professional network for teachers as they work to improve learning for all students in mixed-ability classrooms. Approximately 150 trainers from about 70 percent of Ohio CTPDs attended the training.
- The Offices of CTE and Exceptional Children (EC) implemented the following activities:
 - Offering information and technical assistance related to CTE and Students with Disabilities (SWD) to more than 150 educators and parents through train the trainer workshops and presentations to parent groups including Deaf Initiatives.
 - Serving with representatives of other state agencies, educational service centers, universities and special populations (autism, etc.) groups on a state Youth and Young Adults in Transition Committee. The group submitted a report with recommendations for state action to the Governor's Cabinet.
 - Providing assistance for community school CTE programs, the majority of which serve special populations. Of the 323 community schools in Ohio, 56 of them had CTE-funded programs – 42 with CBI, 21 for GRADS, one with a family and consumer science programs, and 14 for WF.
 - Providing resources such as a Job Training Coordinator (JTC) guidebook to assist 131 Ohio Job Training Coordinators working with more than 1,756 JTC students engaged in work-based learning partnerships with banks, hospitals and restaurants, among others.
 - Supporting intensive career and academic counseling for adult workforce education special populations by 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.

- A CTE consultant provided direction and leadership for the 10th annual Ohio School Improvement Institute the engaged middle and high school teachers as individuals and teams, working to develop and revise strategies and activities leading to higher academic and technical achievement for students.
- Over 175 teachers, supervisors of FCS, Grads, Teaching Professions and ECE participated in CTE Office sponsored webinars planned to provide technical support as well as on-going professional development.
- Graduation, Reality and Dual-role Skills (GRADS), an in-school instructional and intervention program for pregnant and parenting students, served more than 5,300 students, including 1,100 males. The spring meeting focused on child abuse and the rollout of new content standards.
- 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 350 teachers and supervisors of FCS and GRADS attended the conference that focused on financial literacy, obesity, technology and college and career readiness.
- OCIS/IACP provided trainings/professional development to approximately 530 educators and administrators from 371 different organizations; and presented approximately 11 various conferences and/or forums.
- For a third year, the Office of CTE worked with other partners (Governor's Office, Ohio Board of Regents, Ohio Department of Development, KnowledgeWorks, among others) to conduct the Ohio Economic-Education Summit III. The focus was on education alignment with six industry sectors (energy, advanced materials, automotive manufacturing, food science, aerospace and bioscience) determined to be economic drivers for Ohio. Some local entities such as Polaris JVSD conducted regional summits modeled after the state event.
- The Office of CTE provided technical assistance presentations for the Ohio Association for Career and Technical Education and its divisions, the Ohio Career-Technical Administrators (OCTA) and the Ohio Association of Family and Consumer Science Teachers (OAFCS).
- CTE Pathway consultants conducted multiple educator workshops and provided one-on-one assistance concerning Ohio's 16 career fields, program structure, technical content standards, teaching strategies, assessments and collection and reporting of performance data.
- The Agricultural Education Unit held 20 district meetings, five pathway meetings, one Inquiry Based Instruction Institute and three meetings serving teachers with one-three years teaching experience (Teacher Induction Program).
- 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, webinar and face-to-face channels, including technical assistance visits, regional meetings and individual compliance monitoring. Over 300 local recipients participated in Webinars. Topics included Programs of Study (POS), non-traditional student participation and completion, assessment processes, grants management, civil rights compliance, Perkins 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 consortia and community college recipients.
- An AFS consultant responsible for Methods of Administration (MOA) attended training in St. Louis, Missouri. Ohio's 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 consultant provided technical assistance and compliance monitoring to 15 Perkins recipients. Results from on-site reviews and implementation of voluntary compliance plans were reported in the FY2009-10 biennial report, submitted to the Office of Civil Rights in July 2010.
- In addition to targeted assistance to individual school districts, a professional development workshop was conducted to enhance usability of the Webxam assessment system for local test administrators.
- The CTE Performance, Data and Accountability unit at ODE provided information on CTE accountability and data reporting: 1) at autumn and spring conferences for school district personnel

who report CTE accountability data in the Education Management Information System (EMIS), 500 and 300, respectively; 2) at a state conference of 150 local CTE leaders; 3) via a workshop for new CTE administrators; and 4) via one Webinar on CTE Follow-Up and three Webinars on monitoring data in CTE EMIS reports. Tech Prep Consortia Directors were engaged in the development of the Tech Prep accountability system at four meetings.

- In collaboration with the Ohio Department of Development, Ohio Board of Regents and BioOhio, the Office of CTE sponsored the third annual Ohio Economic-Education Summit with a focus on business/industry technology and education partnerships to improve the economy. More than 500 educators and business/industry representatives participated. This 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) and the All-Ohio Conference with Ohio ACTE.
- Nearly 40 presentations were given 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 technology programs with materials, training and ongoing professional development. 100 teachers and 3,131 students – (an 18 percent increase from the previous fiscal year) were served. Students completed 17,244 computer-based modules of study.

PERMISSIBLE ACTIVITIES

Improving career guidance and academic counseling.

- Through Project Lead The Way (PLTW) and with the assistance of the postsecondary state affiliate, (Sinclair Community College), CTE provided teachers and guidance counselors with initial and ongoing course-specific training.
- The Ohio Career Information System (OCIS), an electronic career development tool including an Individual Academic and Career Plan (IACP) component, had 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 175,000 to just over 273,000.

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

- The ODE and the OBR continued implementing the Career-Technical Credit Transfer (CT²) initiative that facilitates statewide credit transfer among public high school career-technical, adult workforce and college/university institutions. In its third year, the statewide credit expanded from seven areas to 17. Areas implemented in FY2010 were First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate, Emergency Medical Technician-Paramedic, Volunteer Fire Fighter I, Fire Fighter II and Heating, Ventilation and Air Condition (HVAC). The areas under development in FY2010 were Culinary and Food Service Management, Ohio Basic Police Officer and Information Support Services (ISS).
- Following the Perkins IV Transition Year, a POS template was completed. It included an indication of what coursework is eligible for articulated credit, including statewide articulation, AP, high school postsecondary option, Dual Credit, bi-lateral agreement and Seniors to Sophomores credit. All CTE programs will incorporate a POS by June 30, 2013.

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

- Ohio's POS template includes planning through the sub-baccalaureate (two-year college) level and four-year degrees where applicable.
- SkillsUSA Ohio (31,505 members) – The state competition engaged 1,700 students in 78 events judged by 400 business/industry partners. Of those, 146 qualified for nationals. SkillsUSA Ohio students earned

62 gold, silver or bronze medals at the national event. SkillsUSA Ohio led the nation in medalists in the high school division. Two Ohio students were elected as national officers.

- Ohio FFA (23,364 members) – More than 6,000 students participated in 89 events judged by over 200 business/industry representatives during the 82nd Ohio FFA Convention. More than 400 were determined eligible to compete nationally. Of those who competed nationally, 15 brought home top 10 awards.
- Ohio FCCLA (17,200 members) – The Ohio Family, Career and Community Leaders of America (FCCLA) State Leadership Conference, 2010 engaged 995 students in 39 events judged by 322 business/industry judges. Of those, 131 qualified to compete nationally where 63 earned gold, 62 earned silver, and six received bronze awards. Perfect scores indicating “Best In The Nation” went to two Ohio entrants. An Ohio student received the National Career-Technical Society Scholarship. A representative from an Ohio-based business was elected as an industry representative to the National FCCLA Board of Directors.
- Ohio DECA (5,000 members) – The state competition engaged 1,900 students in 47 events judged by 250 Ohio business/industry representatives. Approximately 400 Ohio DECA students were among the more than 13,000 competitors. Ohio DECA students brought home 23 awards among the “Top 10” of competition categories, achieving the second highest number of points in the nation.
- Business Professionals of America, Ohio Association (8,702 members) – The state conference engaged 1,544 student competitors. Approximately 350 Ohio students were eligible to compete at the national conference. Secondary competitors received six first places, six second and six third place awards, with a total of 48 competitors receiving a top 10 ranking. Postsecondary competitors received three first, seven second and five third place awards, with a total of 42 recognized in the top 10. An Ohio secondary member and a postsecondary member were elected to national offices.

Supporting public charter schools operating career and technical education programs.

- Under Ohio HB 119 (OCR 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 (CTPDs). The Office of CTE provided assistance to community schools through communication posted in them on the community school newsletter, as well as fiscal and compliance guidance related to 57 CTE-funded programs within community schools.

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 and implemented. These rules strengthen the structure by which these programs are delivered in order to address all aspects of an industry.
- The secondary and AWE monitoring process required that Perkins’ recipients provide evidence of local activities addressing all aspects of an industry. This information was verified and documented during the monitoring process.

Supporting Family and Consumer Science programs.

- Statewide teams of FCS teachers continued test item analysis review of five End-of-Course assessments (Child Development, Career Search I and II, Financial Management II, Mänge Transitions) and added a sixth assessment (Healthy Living) to be implemented in FY11. 1,600 students participated in one or more end-of-course assessment.
- 25 FCS teachers participated in Lion Quest Training focusing on service learning and 20 FCS teachers participated in the first Ohio Insurance Institute focusing on insurance careers.
- The Office of CTE had an active leadership role assisting the FCS teacher association with planning and implementing the summer conference focusing on 21st Century Skills. Over 350 FCS and GRADS

teachers, supervisors and teacher educators attended the conference that included topics on obesity, financial literacy, service learning, technology and college and career readiness.

- 98 FCS and GRADS teachers were trained in Family Economics & Financial Education and 20 teachers on Moodle and Publisher.
- Over 175 teachers, supervisors of FCS, GRADS, teaching professionals and ECE participated in webinars focusing on technical support as well as on-going professional development.
- Two career centers and their satellites have articulated agreements for the following FCS courses Career Search II, Financial Management II and Healthy Living. More courses are in the process.
- Ohio FCCLA was one of 13 recipients across the nation that received a grant from youth Service America on its 23rd Annual Global youth Service Day (GYSD). The grant promoted participation in service-learning projects that incorporated the five stages of service-learning: investigation, preparation and planning, action, reflection and demonstration/celebration. Ohio FCCLA promoted GYSD throughout the year and had a Governor's Proclamation for the day at the State Leadership Conference.
- Ohio finalized Early Childhood Education Technical Content Standards and completed the Education and Training Pathway in the Teaching Professions Content Standards.
- Nearly 100 FCS and GRADS teachers received training in family economics and financial education.

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. About 80 percent of all Ohio Marketing Education programs have a strong student-employer component to reinforce standards-based learning.
- Ohio's 1,756 Job Training Coordinators (JTC) students and their 131 coordinators maintained work-based learning partnerships with banks, hospitals and restaurants.
- 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 robotics. Over 60 high school students participated in the institutes.
- Ohio implemented an approval system for Programs of Study (POS). The new POS requirements extend, at a minimum, from Grades 9 to 14 and included both academic and technical coursework that culminates in postsecondary articulated credit and industry-recognized credentials. In FY2009, each of 91 Career-Technical Planning Districts (CTPDs) provided a minimum of one POS as required in the State Plan. During FY10, over 500 new program applications were processed as the CTPD's progressed to insuring that all Ohio CTE programs will be operating with an approved POS by 2013.

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

- Ohio CTE developed and implemented 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.
- Ohio CTE funded all of its 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.
- Ohio joined the Preparation for Tomorrow collaboration with SREB to develop a new challenging, rigorous four-course curriculum in Automated Materials Joining. Ohio was the first state to sign such an agreement.
- Of 463 applications for secondary WFD program approval submitted in FY2010, 435 were approved. These all included a POS with the potential for college transcribed and articulated credit no later than FY2013.
- The State of Ohio allocated \$270,000 in state funds to support the Agricultural Education 5th Quarter program. This grant is intended to support work-based, experiential learning opportunities for students through their supervised agricultural experience programs. This essential component of the agricultural education model supports student learning beyond classroom and the regular school year. Fifty-seven

school districts were able to provide additional instruction beyond the school year to over 5,500 students. In addition to learning essential knowledge and skills in related to careers in agriculture, food and natural resources, students earned approximately \$6,339,885 through their work based supervised experienced programs.

Award 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 FY2010.

Providing activities to support entrepreneurship education and training.

- The Office of CTE developed a Marketing Career Field Entrepreneurship Pathway that will further prepare secondary students for postsecondary entrepreneurial studies. In addition, entrepreneurship concepts continue to be threaded throughout all of Ohio's career field.

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

- The office provided oversight for limited state dollars for the Ohio Adult High School Continuation Program that provided \$96,000 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 acquisitions to upgrade, improve or generate new skill development for over 89,800 adults who participated in the system. This assistance included guidance and career counseling, evaluation and assessments for success, financial aid and job placement assistance.
- The Office of CTE also supported two efforts stemming from the Governor's strategic agenda called Turn Around Ohio – The Ohio Skills Bank which assesses regional workforce needs and Stackable Credentials which outlines a system of graduated credentialing resulting from a continuous sequence of educational experiences.
- AWE continued to be an integral part of activities through Workforce Investments Boards, including partner with One-Stop Centers. Examples are assistance (counseling, financial aid, training, etc.) to workers displaced with the closing of the Ford manufacturing facility in Cleveland.
- Ohio AWE assisted secondary and postsecondary education in the national "Elevate America" project that enables Ohioans – including district support staff, teachers, administrators, board members and students – to receive free training *or* certification in the areas of Microsoft Office 2003, Microsoft Office 2007, Microsoft e-Learning: Information/Business Worker and IT Professional e-Learning.

Developing valid and reliable assessments of technical skills.

- Secondary technical skill assessments continued to be modified in order to maintain test 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 where appropriate. Specific industry tests for selected programs were published in a master matrix of program information available on the ODE web site.
- A strategic plan for the development of technical assessments, based on the Career Field Technical Content Standards, 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. The Ohio Department of Education (ODE) created assessments and field-test-ready forms for seven different pathways in the career fields of Agricultural and Environmental Systems, Arts and Communications and Marketing. An additional seven assessments in the areas of

Information Technology, Business Management, Marketing and Transportation were field tested. In addition, 30 new tests for pathways are being planned to be completed by FY2013.

- Tests are designed to provide data required to address federal and state performance measures as well as to assist with local improvement efforts. Additionally these tests complement a local system for assessing student performance, building secondary to postsecondary relationships, including the articulation of credit; and strengthening communications that address student success.
- Efficient 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 The Ohio State University. The system benefited from continuous improvement to hardware and software needed to run the test administration and reporting program.
- Statewide teams of Family and Consumer Sciences teachers continued test item analysis review of five end-of-course assessments (Child Development, Career Search I and II, Financial Management II, Manage Transitions) and added a sixth assessment (Healthy Living) to be implemented in FY2011. Nearly 1,600 students participated in one or more end-of-course assessments.
- ODE provided Perkins leadership funds to further implement industry-based assessments in Culinary Arts (Prostart) and NCCER.
- Two career centers and 15 school sites prepared to employ pilot assessment tasks and rubrics as part of the Ohio Performance Assessment Pilot Project that the ODE is conducting in partnership with Stanford University and the Education Service Center of Central Ohio.
- To prepare for future test development and maintain test validity, test questions in the CTE testing item bank were aligned with Career Field Technical Content Standards.
- Teaching Professions portfolio: Assessment of completers in the Teaching Professions pathway is through a portfolio reflecting experiences throughout CT program. Evaluation of the portfolio is based on a rubric, completed by two independent assessors who are master teachers or college partners associated with the program. The rubric was revised and implemented in FY10 to align with Ohio metrics for teachers and away from the Praxis III domain language, with the revision completed through panels of experts from college and senior teaching professions program instructors. The strength of the program and assessment provided a basis for discussions with the Ohio Board of Regents regarding applicability of credit for Introduction to Education, an Ohio TAG course.

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

- Enrollment data was analyzed for FY2009 and FY2010. Generally, enrollment increased in FY2010, particularly in Tech Prep. Enrollment Trends, FY2009-FY2010:

CTE Enrollment	FY09 CTE Participants	FY10 CTE Participants	% Change	FY09 CTE Conc.	FY10 CTE Conc.	% Change	FY09 Tech Prep Students	FY10 Tech Prep Students	% Change
Secondary	127,085	129,679	2.0%	32,747	32,332	- 1.3%	9,870	12,221	23.8%
Postsecondary	105,725	118,343	11.9%	67,280	74,682	11.0%	14,651	17,114	16.8%
Adult	17,557	18,422	4.9%	17,137	18,044	5.3%	n/a	n/a	n/a

- Secondary Tech Prep Students are students enrolled in secondary Tech Prep programs who are reported as CTE Concentrators. Secondary Tech Prep Participant counts were 22,989 in FY2009 and 33,821 in FY2010.
- New fields for special populations (individuals with disabilities and displaced homemakers) were added to the postsecondary Higher Education Information (HEI) data system in FY2010.
- No new CTE data elements added to the secondary Education Management Information System (EMIS) in FY2010. However, many new industry assessment options were added (for Technical Skill Attainment (2S1)), and industry assessment reporting instructions were clarified.
- Many secondary CTE EMIS data verification reports were developed or redesigned to provide reports for school districts to monitor and track their CTE performance data. Presentations, Webinars and

technical assistance helped school districts understand and use these reports. New CTE performance monitoring and tracking tools were piloted to help locals better monitor and track their performance data.

- The state Perkins data team (ODE and OBR staff) met four times in FY2010 and discussed a multitude of topics related to Perkins accountability.
- Ohio continued to develop the Tech Prep accountability system. Ohio's two statewide longitudinal data systems (SLDSs) – EMIS and HEI – were still not linked in FY2010. However, state legislation was passed in December 2009, allowing the linking of the systems. Subsequently, Ohio obtained a grant from the U.S. Department of Education in May 2010 to link the two data systems. The project is slated to begin in FY2011. ODE and OBR CTE accountability staff will serve on a SLDS project committee, to ensure that Perkins accountability needs are addressed by the project.

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.
- The Office of CTE developed materials (employment projections, state agency web sites, etc.) for CTE leadership participating at the Economic-Education Summit. These materials served as a reference for local planning and implementation activities.

2. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

Secondary

- Of 91 of secondary CTE programs in FY 2010, there are state or industry assessments available for use in 56 of those programs. There are an additional 18 tests under development that are scheduled for administration in FY2012.
- Technical Skill Attainment (2S1) is a lag indicator. Data reported in the FY2009 CAR is for FY08 CTE Concentrators Who Left Secondary Education. 31.25 percent of FY08 CTE Concentrators Who Left Secondary Education took a state or industry-recognized technical skill assessment.
- The goal for FY13 is to have 31 of out of a total of 49 pathways with state developed CTE technical tests, 6 pathways will use a form of industry assessment, Education and Training will use a portfolio and Engineering will use Project Lead the Way Assessments. Ten pathways (20%) will not have access to a state sanctioned assessment nor do they align to an industry credential. These pathways tend to be comprised of a collection of limited number of programs, typically less than 10, and serve a very small percentage of students enrolled in CTE.

Postsecondary colleges

- Ohio currently has technical assessments for every CTE program, as described in Ohio's State Plan (grade point average, passage of a particular course or series of courses, or passage of a locally administered assessment) – 100% – as technical assessments are administered in every technical course.
- 100% of CTE Concentrators who left postsecondary education took a technical assessment, as all students were enrolled in a technical course in which a technical assessment was administered.
- ~~Ohio's postsecondary plan – Ohio expects this work to be done in stages through FY13. Our plan was to move the technical assessment discussion forward on a state and perhaps national level to reconcile differences between the final assessment criteria under Perkins IV versus what is accepted learning assessment practice in higher education based on institutional accreditation criteria. We had some of these discussions through the Next Steps Working Group and were successful in discussing the differences; however, the discussion did not influence major change on a national level. Still, Ohio supports this approach to assessment and continues to advocate for approaches accepted based on institutional accreditation criteria. We will continue to work toward identifying assessments used by Ohio colleges. This will include:~~
 - ~~Work with campuses to improve the description of the list of technical assessments used.~~

- Describe if such assessments are developed in concert with advisory committees or other groups of representative employers to establish validity and reliability;
- Conduct a gap analysis where technical assessments do not exist or external advisement is not provided;
- Work with campuses in collecting technical assessment information, i.e., end of course and end of program, so it can be reported in Ohio's Higher Education longitudinal data system.

➤ In February 2010, the Ohio Board of Regents (OBR) assessed Ohio's Perkins college plan and proposed to move the technical assessment discussion and work forward in the following manner:

Ohio's postsecondary plan - We expect this work to be done in stages through FY13. Our plan is to move the technical assessment discussion forward on a state and perhaps national level to reconcile differences between the final assessment criteria under Perkins IV versus what is accepted learning assessment practice in higher education based on institutional accreditation criteria.

1. Work with campuses to improve the description of the list of technical assessments used:
 - a. Describe if such assessments are developed in concert with advisory committees or other groups of representative employers to establish validity and reliability;
 - b. Conduct a gap analysis where technical assessments do not exist or external advisement is not provided;
2. Develop a monitoring system that identifies institutions that receive notice from the Higher Learning Commission (HLC) that their assessment plans for teaching and learning and/or results of assessment substantially fall short of compliance with HLC criteria in accordance with Accreditation Criterion Four or other criteria cited by the HLC in official communications.
3. Furthermore, a decision will need to be made concerning technical programs that either do not use any technical assessment, or use an assessment that is deemed to be unacceptable, for example, one that is developed by faculty substantially in isolation from external guidance.

In spring 2010, the OBR did attempt to take a lead on moving the college discussion around assessment forward through the Next Steps Work Group, since the majority of colleges in most states cannot obtain third-party assessment information from national and state vendors and boards because of legal restrictions or failure to create student identification matches. Unfortunately, the discussions did not produce specific guidance on college technical assessment approaches. Still, Ohio supports assessment that includes faculty and industry input through program advisory boards, and continues to advocate for approaches based on institutional accreditation criteria, which is supported through the new Ohio Board of Regent's Guidelines and Procedures for Academic Program Review. Regardless, the OBR attempted to address the three (3) steps outlined in the 2009 CAR. However, with several changes in leadership at the OBR over the past year, particularly in the area that oversees Perkins and Tech Prep work, the agency has been unable to fulfill its initial planned approach.

Although Ohio higher education does not have a process in place to capture personally identifiable (e.g., SSN or ID) student third-party assessment and licensing information in a state data system, OBR will continue to advocate for the collection of this information. Meanwhile, the OBR plan is to follow an enhanced version of action step one (#1), which will eventually lead to action step three (#3). Step two (#2) is no longer an approach we will use for collecting viable assessment information. The rationale for removing step #2 is based on our future use of the Academic Program Review process, which will assist in identifying programs that fail to adequately measure a student's proficiency.

Currently, the OBR is in the process of hiring a consultant who will assist with the following:

- Work with campuses to enhance the list of technical assessments used. We have currently documented more than 1,100 third-party technical assessments—many of which are State or industry-recognized certificate/license assessments—used by Ohio postsecondary institutions (including Adult Workforce Education programs).
- Describe if such assessments are developed in concert with advisory committees or other groups of representative employers to establish validity and reliability.
- Conduct a gap analysis where technical assessments do not exist or external advisement is not provided.
- Work with campuses in collecting technical assessment information, i.e., end of program, so it can be reported in Ohio’s Higher Education Information data system (HEI).

The outcome of this work will be a report (July 2011) that gives insight into the information Ohio’s Perkins campuses can obtain from external vendors. Also, a better understanding of challenges facing campus personnel in collecting and reporting information to HEI, and challenges HEI might endure in requesting a collection of this information.

By July 2011, the OBR will issue the report and meet with Perkins participating campus staffs to discuss the results. After these meetings, OBR will plan next steps for action, which will be provided in the 2011 CAR narrative.

Adult workforce education (AWE)

- Of 129 adult Career Development CTE programs in FY2010, there are state or industry assessments for 121 of those programs.
- 81.00 percent of FY2010 CTE Concentrators Who Left AWE took a state or industry-recognized technical skill assessment.
- Nearly all the Career Development programs in adult workforce incorporate an industry credential and/or a specific technical assessment. Ohio has a three-year trend of increased enrollment in Career Development programs thus more students taking a technical assessment and earning an industry credential. However, there are individual and personal reasons that adults may have for opting out of the assessment or delaying credential acquisition and this affects the total number and percent of CTE Concentrators who take technical assessments.

3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

Secondary

- FY2010 data reporting for school districts ended on Nov. 19, 2010. CTE performance calculations were completed in time for the EDEN and CAR reporting deadlines. The next priority is to develop and publish the state FY2010 Secondary Workforce Development Performance Report, which will contain enrollment data, performance results (including for Perkins student subgroups), state targets and whether 90% of targets were met.
- Ohio does not need to develop a secondary program improvement plan, as state performance rates for all eight secondary indicators exceed state targets. FY2010 results include:

SECONDARY – FY2010		Target	Actual Performance	Met Target?	Met 90%?
1S1	Academic Attainment—Reading/LA	87.50	93.47	Yes	Yes
1S2	Academic Attainment—Mathematics	83.50	92.21	Yes	Yes
2S1	Technical Skill Attainment	62.00	67.83	Yes	Yes
3S1	School Completion	93.25	98.23	Yes	Yes
4S1	Student Graduation Rates	73.60	98.55	Yes	Yes
5S1	Placement	88.00	89.38	Yes	Yes

6S1	Nontraditional Participation	20.25	27.60	Yes	Yes
6S2	Nontraditional Completion	17.25	23.48	Yes	Yes

- 5S1 (Placement) – Ohio renegotiated a lower state target for FY2010 (from 92.00% to 88.00%), due to the continuing high unemployment rate. The FY2010 disaggregated “employment placement” rate is 55.23%, compared to the FY2009 rate of 58.22%. Ohio’s high unemployment rate, which hovers around 10%, continues to be a major factor and cause of concern.

Postsecondary colleges

- The state Postsecondary Performance Report will be published on the Ohio Board of Regents Perkins Web site. The report will contain enrollment data, performance results (including for Perkins student subgroups), state targets, and whether 90% of targets were met.
- Ohio does not need to develop a postsecondary program improvement plan, as state performance exceeds state targets for five of the postsecondary indicators; and exceeds 90% of the state target for one indicator. FY2010 results include:
- Ohio did not meet the state target for 1P1 and 4P1, and did not meet 90% of the state target for 1P1. FY2010 results include:

POSTSECONDARY – FY2010		Target	Actual Performance	Met Target?	Met 90%?
1P1	Technical Skill Attainment	74.75	64.82 75.98	No Yes	No Yes
2P1	Credential, Certificate, or Degree	38.25	43.48	Yes	Yes
3P1	Student Retention or Transfer	67.00	68.40	Yes	Yes
4P1	Student Placement	79.25	76.47	No	Yes
5P1	Nontraditional Participation	15.00	22.74	Yes	Yes
5P2	Nontraditional Completion	13.00	20.29	Yes	Yes

- 1P1 (Technical Skill Attainment) – Program Improvement Plan
 - Data Analysis – Ohio experienced a surprising decrease of 11.17 percentage points, from 75.99% in FY2009 to 64.82% in FY2010. We notice disparities between the male and female students, with males lagging behind. Likewise, African American students as well as students with disabilities have low technical skill attainment rates when compared with students in the other categories.
 - Action Steps and Timelines
 - Meet with Ohio Board of Regents data staff to review the indicator.
 - Review all data elements – coding and sub indicators – to determine any data anomalies.
 - Run trend data from previous years using current coding to identify potential errors with methodology – January 5, 2011.
 - Conduct a thorough analysis of all students in the disaggregated categories to determine disparities with the data – January 10, 2011.
 - Convene our Perkins college advisory board and discuss the percentage drop with them, seeking feedback on our approach – February 16, 2011.
 - Hire a consultant to assist with data analysis of the technical skill attainment indicator – February 1, 2011.
 - Have a discussion with all campuses that dropped below the 90% threshold to move toward solutions on improving results for this indicator – February 28, 2011.
 - Responsible Parties – Anthony Landis (Director, College and Career Transitions), Tawanna Fields Mphande (Administrator, College and Career Transitions), Darrell Glenn (Director of Data Management at OBR) and Brian Clark (Assistant Director of Data Management at OBR).
- 4P1 (Student Placement) – Ohio renegotiated a lower state target for FY2010 (from 79.50% to 79.30%), due to Ohio’s continuing high unemployment rate. The performance rate (76.47%) did not meet the state target but exceeded 90% of the state target.

Adult workforce education (AWE)

- The state AWE Performance Report is published on the ODE Web. The report contains enrollment data, performance results (including for Perkins student subgroups), state targets and whether 90% of targets were met.
- Ohio does not need to develop an adult program improvement plan, as state performance exceeds state targets for five adult indicators; and exceeds 90% of the state target for one indicator.
- FY2010 results include:

ADULT – FY2010		Target	Actual Performance	Met Target?	Met 90%?
1A1	Technical Skill Attainment	90.40	90.99	Yes	Yes
2A1	Credential, Certificate, or Degree	67.00	71.31	Yes	Yes
3A1	Student Retention or Transfer	76.00	84.30	Yes	Yes
4A1	Student Placement	86.48	82.89	No	Yes
5A1	Nontraditional Participation	9.87	10.37	Yes	Yes
5A2	Nontraditional Completion	9.17	9.89	Yes	Yes

- 4A1 (Placement) – Ohio renegotiated a lower state target for FY2010 (from 93.80% to 86.48%), due to the continuing high unemployment rate. For a second consecutive year, the performance rate (82.89%) did not meet the state target (86.48%), but exceeded 90% of the state target. Ohio’s high unemployment rate, which hovers around 10%, continues to be a major factor and cause of concern.

Tech Prep

- The implementation of Tech Prep accountability is still in progress. We anticipate that performance results will fluctuate from year to year till the system is fully implemented. State performance results for FY2009 and FY2010:

TECH PREP		FY2009 Results	FY2010 Results
1STP1	Postsecondary Enrollment	48.85%	51.62%
1STP2	Postsecondary Enrollment in Same Field	40.78%	45.24%
1STP3	State or Industry-recognized Certificate or License	11.98%	13.67%
1STP4	Completion of Course Awarding Postsecondary Credit	35.94%	42.89%
1STP5	Enrollment in Postsecondary Remedial Course	50.51%	41.21%
1PTP1	Employment in Related Field	34.22%	32.43%
1PTP2	State or Industry-recognized Certificate or License	2.17%	1.98%
1PTP3	On-Time Completion of Two-Year Degree or Cert. Program	11.82%	11.91%
1PTP4	On-Time Completion of Baccalaureate Degree Program	19.16%	18.61%

4. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

Local Performance Improvement Plan (PIP).

- A policy, forms and instructions were developed for secondary, postsecondary and adult. Secondary information is published on the ODE Web. Postsecondary information (for colleges and adult) is published on the OBR Perkins Web site.
- Sub recipients are required to develop a plan for each indicator that did not meet 90% of the FY2010 local target. A plan must include an analysis of the data; identification of a strategy and action steps that will be taken in FY2011 to improve performance levels; and who will be responsible for implementing the action plan.

- Sub recipients not meeting the local target for the same indicator for two consecutive years (FY2009 and FY2010), and not making progress in FY2010, are required to submit a plan for each affected indicator that includes an analysis of the data; identification of a strategy and action steps that will be taken in FY2011 to improve performance levels; and who will be responsible for implementing the action plan. For sub recipients in this status, ODE and OBR may direct that all or a portion of Perkins funds be used for specifically targeted activities designed to improve the particular performance indicator(s) that have not been met.

Secondary

- After completion of the FY2010 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), local targets and whether 90% of targets 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). Unmasked local reports, containing all data, will be sent to each local via a secure Web server.
- Of 91 secondary sub recipients, 34 did not meet 90% of the local target for at least one indicator in FY2010 (range of 1-4 indicators not met), so must submit performance improvement plans. Seven did not meet 90% of the target for the same indicator in both FY2009 and FY2010; three of these did not make progress in FY2010.
- Analysis of secondary local targets not met, by indicator:

SECONDARY – Local Targets Not Met	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
Number of locals not meeting 90% of local target in FY2009	1	1	24	2	0	5	6	9
Number of locals not meeting 90% of local target in FY2010	1	0	17	0	1	7	6	9
Number of locals not meeting 90% of local target for the same indicator in both FY2009 & FY2010	0	0	4	0	0	1	1	1
Of those not meeting 90% of local target in both FY2009 & FY2010, number of locals NOT making progress	n/a	n/a	1	n/a	n/a	1	1	0

Postsecondary colleges

- The FY2010 local Perkins College Performance Reports will be published on the OBR Perkins Web site in January 2011. The reports will contain enrollment data, performance results (including for Perkins student subgroups), local targets and whether 90% of targets 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 unmasked reports will be sent to each Perkins colleges via encrypted e-mail.
- Of 22 college sub recipients, 4 ~~14~~ did not meet 90% of the local target for at least one indicator in FY2010 (range of 1-2 ~~1-3~~ indicators not met), so must submit performance improvement plans.
- Analysis of Postsecondary local targets not met, by indicator:

POSTSECONDARY – Local Targets Not Met	1P1	2P1	3P1	4P1	5P1	5P2
Number of locals not meeting 90% of local target in FY2009	0	0	0	1	0	1
Number of locals not meeting 90% of local target in FY2010	13 0	0	0	3	1	1
Number of locals not meeting 90% of local target for the same indicator in both FY2009 & FY2010	n/a	n/a	n/a	n/a	n/a	n/a
Of those not meeting 90% of local target in both FY2009 & FY2010, number of locals NOT making progress	n/a	n/a	n/a	n/a	n/a	n/a

Adult workforce education (AWE)

- The FY2010 local Adult Workforce Education Performance Reports are published on the ODE Web. Each report contains enrollment data, statewide and local performance rates, local targets and whether 90% of targets 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 local via encrypted e-mail.
- There were 29 adult sub recipients in FY2010 (31 in FY2009). Fifteen did not meet 90% of the local target for at least one indicator in FY2010, so must submit performance improvement plans. Seven did not meet 90% of the target for the same indicator in both FY2009 and FY2010, and none of those made progress in FY2010.
- Analysis of Adult local targets not met, by indicator:

ADULT – Local Targets Not Met	1A1	2A1	3A1	4A1	5A1	5A2
Number of locals not meeting 90% of local target in FY2009	1	5	4	9	7	6
Number of locals not meeting 90% of local target in FY2010	0	1	4	9	6	6
Number of locals not meeting 90% of local target for the same indicator in both FY2009 & FY2010	0	0	1	4	3	1
Of those not meeting 90% of local target in both FY2009 & FY2010, number of locals NOT making progress	n/a	n/a	1	4	3	1

Tech Prep

- Tech Prep consortia accountability is being phased in over a three-year period:
 - 1PTP1, 1PTP2, 1PTP3 and 1PTP4 beginning in FY2010.
 - 1STP1, 1STP2 and 1STP5 beginning in FY2011.
 - 1STP3 and 1STP4 beginning in FY2012.
- Of 23 Tech Prep consortia, 23 did not meet 90% of the local target for at least one indicator in FY2010 (range of 1-3 indicators not met).
- Analysis of Tech Prep consortia targets not met, by indicator:

TECH PREP – Local Targets Not Met	1PTP1	1PTP2	1PTP3	1PTP4
Number of Tech Prep consortia not meeting 90% of consortium target in FY2010	11	14	9	11

5. TECH -PREP GRANT AWARD INFORMATION

- The Office of CTE and OBR delivered Tech Prep (TP) through the 23-member Ohio Tech Prep consortia.
- The Ohio Tech Prep 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.
- Current accountability measures through the CCIP (on-line system) continued.

FY10 Ohio Tech Prep Federal Base – Allocations

IRN	Name	FY10 Allocation
063388	Cincinnati State Technical & Community College	\$251,538.40
063370	Clark State Community College	\$114,230.59
063305	Columbus State Community College	\$337,165.31
063404	Cuyahoga Community College	\$251,538.42
065763	Edison State Community College	\$114,230.59
063339	Hocking College	\$114,230.59

064501	James A. Rhodes State College	\$163,438.76
063453	Jefferson Community College	\$163,438.76
062976	Kent State University	\$163,438.76
063347	Lakeland Community College	\$163,438.76
063297	Lorain County Community College	\$163,438.76
064527	Marion Technical College	\$163,438.76
063354	North Central State College	\$163,438.76
070581	Rio Grande Community College	\$114,230.59
063321	Shawnee State University	\$114,230.59
063420	Sinclair Community College	\$251,538.42
063420	Stark State Community College	\$163,438.76
063438	Terra State Community College	\$163,438.76
062869	University of Akron	\$163,438.76
063099	University of Toledo	\$365,707.89
064345	Washington State Community College	\$163,438.76
063156	Youngstown State University	\$114,230.59
063289	Zane State College	\$114,230.59
		\$4,054,928.93