

PART B: NARRATIVE PERFORMANCE INFORMATION (OHIO 2011 CAR)

Ohio's Consolidated Annual Report (CAR) for fiscal year starting July 1, 2010, through June 30, 2011, 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. In FY2011 Ohio continued the commitment to increased CTE innovation, rigor and achieving positive results. The office provided resources and technical assistance to ensure that students had the knowledge and skills to be successful transitioning to work and higher education, where they could earn a postsecondary credential or an industry-recognized certification that would facilitate employment leading to an even more successful career. The CTE curriculum included opportunities for students' development of critical thinking and problem-solving skills, an ability to synthesize information, solid communication skills, and the ability to work well on a team. This, along with rigorous core academic courses, helped strengthen students' knowledge base aimed at continuously increasing the number of students being remediation free when transitioning to postsecondary education. This report highlights activities and data aligned to these efforts and responsive to the purpose of the Perkins Act.

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 126,347 high school (Grade 9-12) workforce development students (includes 54,027 enrolled in a Tech Prep course), and 17,564 adults in workforce education and 125,049 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 (CTPDs) were monitored for compliance with Perkins regulations. This comprehensive process included verification of an annual stakeholder meeting, with business/industry representatives and others to assess local CTE program performance, current courses of study that implement statewide standards and Program of Study (POS) implementation progress.
- Ohio received 8 of 16 High Schools That Work/Making Middle Grades Work (HSTW/MMGW) awards at the 2011 National HSTW/MMGW Summer Conference – more than any other state – in an achievement recognition process through the Southern Regional Education Board.
- In FY2011 all new programs offered at CTPDs submitted a POS, and all CTPDs continued submitting a POS following the process of meeting Ohio's policy of 100% of CTE programs with POS in FY2013. A tracking system is in place to monitor and make certain that local recipients meet requirements, including that all CTPDs have a plan in place for all their CTE programs to have a state approved POS by this FY2013 end of Ohio's five-year plan.
- Outcome data including placement, graduation rate, and academic attainment was analyzed and used for program evaluation and decision-making.
- Ohio is the fourth largest state nationally in supporting Project Lead The Way (PLTW) pre-engineering and the second largest state nationally in Biomedical Science. A unique feature of all PLTW is end-of-course exams. In 2010-11, the Ohio student average passage rate on all these exams was 85.8% with 7,274 students testing.
- Fifty percent of the postsecondary two-year campuses were monitored for compliance with Perkins regulations. This comprehensive process included verification of annual stakeholder meeting with (business/industry, educators, etc.) to assess local program performances.
- The Ohio Department of Education (ODE) and Ohio Board of Regents (OBR) worked together to create statewide agreements for Tech Prep programs. Leadership funds were used to develop an alignment

process to determine the alignment between content standards of College Tech Prep programs and curriculum within the University System of Ohio (USO) public institutions. Consultants were hired to create alignment and an assessment process around the ODE career-tech standards. Much of this work was not completed in FY2011, it continues through the assessment project as well as technical content standards review and development.

- A statewide survey of adult workforce education (AWE) was undertaken with Perkins leadership funds. Nearly 5,000 administrators, faculty and staff, current and former students responded to an on-line survey. The results demonstrated that 73% of adults had attended an institution of higher education prior to enrollment in the career center; 50% of career center adults had a career change in the previous three years with 32% of the group being laid off; 37% of current students had worked in management level positions prior to enrolling at a career center; 59% of adult alumni reported an increase in income as a result of their training; 76% of alumni found employment in their respective fields within six months of completion; and 75% of adult students are receiving financial aid, including 93% of these students who could not attend without it. A series of five regional meetings were held to assist local centers to interpret the survey results. Individual center reports were generated as well as a state report.
- Noting through previous Perkins monitoring and confirmed from the AWE Survey, in FY2011 career-technical industry faculty wanted additional professional development and resources for teaching and learning. Perkins leadership funds enabled adult workforce education to generate a common document to serve as an instructional guide and template for courses of study. Accompanying that was a lesson plan template specifically targeted to include academics as well as strategies to meet a variety of learning styles. These documents were posted on the OBR Web, and an instructional webinar to introduce the documents was held in the spring.
- As eligible adult workforce education recipients must be designated as “Full Service Centers” according to state eligibility criteria, the standards and guidance were reviewed and updated to meet current education and workforce needs. These designations are important for capacity and program building to support the purposes of the Perkins Act of 2006.
- All state level Perkins monitoring and performance documents were thoroughly reviewed and updated and posted on the ODE Web for retrieval and used by districts. This includes the Performance Calculations, Indicators of Performance Master Document, AWE Self-Assessment Monitoring documents, Performance Reports and Target Worksheets.
- Ten centers and two consortia were monitored for Perkins compliance through self-assessment, desk and phone audits. Of those, two were officially monitored on-site, Lorain County JVSD consortium and Buckeye JVSD. Another six sub-recipients received on-site technical assistance visits. All reports were filed with the ODE.

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.
- Professional development sessions at the AWE Fall and Spring Educators Conferences plus the All-Ohio ACTE Conference focused on technology and the integration of such within all aspects of industries. Conference planners were charged with providing specific sessions surrounding the use of technology and the expectations of employers.
- Through a contract with Melior, Inc., computer-driven modules were provided to augment the curriculum and assist teachers in the career fields of Transportation Systems and Health Sciences and in Cosmetology. Over 6,000 students enrolled in these career fields were reached through this project. CTE offered teacher professional development offerings in Construction, Automotive Technology and Cosmetology; Health Science in collaboration with Stark State Community College, Sinclair Community College, Cuyahoga Community College, Hocking College, NCCER and Today’s Class.
- Through Project Lead The Way (PLTW), 17,800 students participated in computer driven, problem-solving engineering and biomedical science activities using current, industry recommended software

including AutoCAD, Westpoint Bridge, Revit, and LABview and manipulatives such as Firshertechs and Parallax Boebots.

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.

- As in the previous year, the annual *itWORKS*.Ohio conference for IT educators attracted nearly 200 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). There were 731 students enrolled in CTE teacher education programs across the universities in various cohorts typically spanning a four-year interval. In FY2011, 187 met all CTE licensure requirements.
- In collaboration with the Ohio Career-Technical Administrators (OCTA) association two multi-session workshops for new/aspiring career-technical administrators were conducted. New administrators were informed about federal and state funding, rules, Perkins accountability and other relevant topics. Over 50 new administrators from districts statewide benefited from this opportunity. Job-embedded technical assistance also was 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. More than 50 persons participated, including 10 virtually.
- Through collaboration with Sinclair Community College, the PLTW Ohio State Affiliate CTE offered a two-day PLTW conference for school administrators, teachers, guidance counselors, and business and industry partners with over 300 participants as part of ongoing professional development. In addition, 133 teachers were trained in 10 PLTW courses as part of their initial course specific training. Ohio expanded their training to offer Aerospace Engineering and Principles of Biomedical Science.
- 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 123 professional development sessions (77 for high school, 46 for middle grades) for High Schools That Work 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.
- Throughout the school year, several webinars were delivered to the adult workforce education audience as a cost-saving method for two-way communication. For example, a distance webinar was conducted with a central host site, a presenter from a northern Ohio district presented budgeting information to administrators across the state who signed in. Additional informational and instructional webinars surrounding a statewide survey and results were held.
- Efforts to conserve Perkins funds through the reduction of paperwork, submission of timely reports and reduction of paper costs in routine mailings, reports, letters and documents continued as the Ohio Board of Regents and the Perkins centers operationalize on-line Perkins mailings, reports, PDF documents, etc.

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.

- Ohio continued implementing 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. During FY2011 over 800 new program applications were processed as the CTPDs progressed to insuring that all Ohio CTE programs will be operating with an approved POS in 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 (AMJT), 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 that 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. The AMJT project completed a project-based curriculum for courses one and two. The curriculum pilot occurs through six career centers. Phase II began with a panel of experts to begin courses three and four.

- Ohio promoted a STEM curriculum through PLTW and the integration of rigorous academics in the pre-engineering and biomedical science curriculum as evidenced by statewide articulations with a two-year and four-year postsecondary institutions for advanced college credits for students successfully completing course-specific PLTW Part C end-of-course exams. Part C of the PLTW exam is nationally considered college eligibility. Over 2,000 Ohio students were eligible for advanced college credit based on this parameter.
- CTE offered support for 16 National High School of Business programs across the state through our CCIP process. High School of Business is a rigorous academic and technical program for students who plan to major in business and eventually have a career in the business field. It is almost completely project-based to inspire active, integrated learning.
- The social studies, business and FCS state consultants provided leadership for a panel of educators and business partners to develop a stand-alone semester of Financial Literacy (Ohio legislative requirement for all high school graduates) content standards. The competencies will be ready for adoption by the State Board of Education by June 2012.
- The Office of CTE had two representatives who participated in the state panel for financial literacy standards. This panel continued into FY2012. All Ohio students are required to have financial literacy instruction, which can be offered through marketing education, business education, family and consumer sciences and social studies classes. Financial literacy is a critical education area for a student's long-term career success.
- The American Association of Family and Consumer Sciences (AAFCS) have provided a credential assessment for Financial Literacy and several FCS teachers in Ohio have earned that credential. We will focus on more teachers receiving the credential during upcoming professional development opportunities.
- 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 Ohio adult workforce education system is required to report two of the ACT/WorkKeys assessments with all individual student outcome results in the career development programs (i.e. full time, credential programs). The assessments reported included Locating Information and Applied Math; however most districts have determined that using the Reading for Information in addition will qualify most students for the National Career Readiness Credential through ACT which is a bonus for adults. Program specific WorkKeys levels are determined by profiles conducted by trained personnel or are taken from the ACT profile database. All adults are pre- and /or post-tested using WorkKeys and those not meeting identified levels are referred to skill building programs.
- Ohio's Career-Technical Student Organizations (CTSO) continued reinforcing academic and technical knowledge and skills through competitive events and other related leadership activities. CTE staff worked to bring all of the major CTSOs under a central leadership team to have a stronger presence and more unified message at the state and local level.
- 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.
- Funds and leadership enabled the development of activities in a collaborative with 18 Ohio colleges and universities to engage nearly 2,700 girls in awareness activities for 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 CTE sponsored an annual IT Conference to provide teachers and industry representatives with outreach information for females in the IT career field. The local career centers and community schools hosted an annual IT outreach event, showing an increase in female interest and enrollment.
- As part of the CTE effort to provide rigorous programs for all students in mixed-ability classrooms for the second year, a collaborative effort between the Office of Exceptional Children and the Office of CTE resulted in a grant to Kent State to provide training for teachers to work with all students with an emphasis on special education. During the year, four new training modules were developed and posted on the Web site (www.cteproject.com) that was created for this initiative. There were 94 participants representing 27 career-technical planning districts, two Tech Prep consortia and one Exceptional Children Support Team. CTE continued to support a staff member to assist districts with issues and questions as well as the Office for Exceptional Children. Project staff also completed individual training with 20 CTPDs and revised the Web regularly.
- CTE provided a representative for the Ohio ACTE special needs division committee for program planning and leadership and provided funds for that program through Ohio ACTE.
- CTE participated in a committee representing multiple state agencies, universities, and special interest groups that planned the Topical Annual Conference designed for special education teachers and administrators.
- Ohio developed content standards for career-based intervention (a program for at-risk students), employability skills classes (available for all CTE programs) and job training coordinator programs (program for students with multiple disabilities). The standards have a heavy focus on 21st Century Skills as well as social and emotional development.
- Although adult workforce education met the performance target for non-traditional participation and completion in FY2011, this continually proves to be a challenge to most districts due to the culture, perception and tradition within the State. The majority of Performance Improvement Plans are due to low performance for non-traditional participation and/or completion. Centers generally concentrated on guest speakers, role models, mentors, internships and marketing/promotional strategies to assist with this performance measure and this is always a topic within the monitoring process.
- Ohio continued to face challenges with non-traditional participation in CTE courses. In an effort to improve, Ohio participated in the NAPE gender equity project with three pilot sites across the state in Cincinnati, Dayton and Marietta. Participants from all three sites were trained in the five-step improvement model and developed teams to review data and determine root causes. All three sites attended the national conference to learn more about the national initiative and how materials and resources could support their work.

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).

- Since FY2009 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 has worked well and continued in FY2011 as the new Regents staff integrated postsecondary Perkins programs and services into the goals of the University System of Ohio.
- The Office of CTE was a partner for a student collaborative project with the Ohio Department of Health (SkillsUSA and Goodwill); for a legislative seminar, among other projects, with the Ohio Association of Career and Technical Education (OACTE); and for multiple activities of six career-technical student

organizations (SkillsUSA, FFA, FCCLA, BPA, DECA, and HOSA); as well as for initiatives/projects with numerous business/industry partners. CTE also partnered with the Ohio Police Officers Training Academy and Ohio Department of Public Safety to update the Emergency Medical Tele-communicator training in HB223.

- The Office of CTE partnered with the Governor's office, the Ohio Department of Development (ODOD), OBR, Ohio Department of Job and Family Services, Ohio ACTE, BioOhio and local career-technical leadership to plan and implement the fourth annual Ohio Economic-Education Summit, focused on partnering to improve Ohio's economy. One of the outcomes was to assist the districts with regional strategic plans. This was accomplished through various workshops.
- The I & E Unit created a strategic plan, which included an e-news communication with the local educational districts to help with Programs of Study and solicit information to assist CTE with improved services.
- The Office of CTE created a database of Subject Matter Experts across the pathways to help with standards updates, advisory councils, speakers at conferences, and other educational events to be used by the I & E Unit.
- The Office of CTE began work on updating career field technical content standards for Manufacturing Technologies, Information Technology, Construction Technologies, Transportation Systems, Health Science and Law and Public Safety.
- CTE is participating with the Next Generation Science Standards to define content and practices students will need to learn K-12 (managed by Achieve, an education reform non-profit organization).
- The Ohio Department of Education, Ohio Board of Regents, Ohio College Tech Prep, Ohio Association for Supervisors and Curriculum Directors and Ohio High Schools That Work sponsored the 11th Annual Ohio School Improvement Institute. More than 500 educators participated.
- 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 continued its 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 collaboration with Sinclair Community College supported local advisory councils for all PTLW programs and maintained a state level PLTW executive council that is predominately integrated by business/industry representatives and postsecondary institutions for the purpose of providing direction and input into pre-engineering and biomedical science programs in the state. The partners played a key role in student recruitment, parent education concerning the programs, and working with other Ohio groups to support and promote PLTW STEM activities throughout the state. Partners included: American Electric Power, BioOhio, Ohio Fuel Cell Coalition, Allied Machine & Engineering Corp., Battelle Health and Life Science, The Ohio State University, Ohio University, Kent State University and the University of Akron, among others.
- CTE continued a long-term relationship with the Miami Valley and Columbus Logistics Council both of which were active in the Ohio Economic-Education Summit. Columbus State Community College and Sinclair Community College also participated in the Summit for Logistics. The goal was to help administrators understand the need for logistics programs in Ohio due to high-demand, high-wage and high-skill jobs. Industry representatives also provided detailed information about their needs. This was and continues to be an important economic development topic which is also supported by other state agencies.
- 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. A 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. Nearly 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 continue having a strong student-employer component to reinforce standards-based learning.
- The Office of CTE conducted extensive research and partnered with businesses from across Ohio to develop employability content standards for Career-Based Intervention (CBI) and Job Training Coordinating (JTC) that combined 21st Century Skills, Social Emotion Learning, and essential employability skills for workplace success.
- In FY2011 JTC partnered with local business and industry to service 1,630 students with disabilities in 49 school districts in Ohio.
- In FY2011 CBI partnered with local business and industry to serve 24,543 students in 251 school districts in Ohio.
- More than 1,000 business-industry partners assisted the Ohio Career-Technical Student Organizations (CTSO).
- CTE continued its partnership with the Ohio Restaurant Association to provide the ProStart education program. There were 53 certified teachers with 175 students receiving the Council on Accreditation's credential. 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. Featured keynote speaker was Chef Sam Morgante, former White House Military Chef.
- The Ohio Hotel and Lodging Association (OH&LA) provided facilities for CTE Hospitality and Tourism educators to hold professional development in conjunction with state OH&LA annual conference. In addition, they also are sponsoring for the first time the Friend of CTE Award.
- CTE offered teacher professional development offerings in welding, automotive technology and cosmetology through collaborations with Defense Metals, Lincoln Electric, Stark State Community College, the Ohio Board of Cosmetology and Today's Class. Stakeholder meetings were held in the fall for centers to report and plan. Program advisory committees are required and an overall business advisory committee is recommended to guide and support workforce activities.
- Monitored centers submitted a program snapshot indicating all full-time programs, clock hours, subject code, entrance requirements/prerequisites, program accreditation, credential, articulations, and course of study approval date. The document is reviewed and revised each year and is part of the self-assessment and monitoring process.

Serving individuals in State institutions.

- The Office of CTE set aside one percent (1%) 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, more than 3,700 young people were served through 18 programs in five facilities. These programs were evaluated on measures including student and staff attendance, non-traditional program participation, service to special needs students and student achievement.
- In the adult system, 7,700 men and women were served in 82 programs in 24 institutions. These programs were evaluated on measures including attendance, program completion, textbook currency, non-traditional program participation and service to special needs students.
- While Ohio's corrections facilities receive Perkins grant funds, adult workforce education is also a part of two models that serve those who are enrolled in workforce programs in correctional and pre-release facilities. Some institutions partner with the adult career centers to operate training programs and share resource personnel; other institutions operate training programs on their own. A drawback is that Ohio cannot use social security numbers to track the performance of these individuals.

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

- As part of the CTE effort to provide rigorous programs for all students in mixed-ability classrooms for the second year, a collaborative effort between the Office of Exceptional Children and the Office of CTE resulted in a grant to Kent State to provide training for teachers to work with all students with an emphasis on special education. FY2011 was the second year of the grant, and it has been continued in FY2012. During the year, four new training modules were developed and posted on the website that was created for this initiative, www.cteproject.com. There were 94 participants representing 27 career-technical planning districts, two Tech Prep consortia and one Exceptional Children Support Team. CTE supported a staff member to assist districts with issues and questions as well as the Office for Exceptional Children. Project staff also completed individual training with 20 CTPDs and revised the Web regularly.
- CTE provided a representative for the Ohio ACTE special needs division committee for program planning and leadership and provided funds for that program through Ohio ACTE.
- In FY11 the office continued providing resources such as a Job Training Coordinator (JTC) guidebook to assist 131 Ohio JTCs serving 121 classes in 49 school districts for a total of 1,630 students engaged in work-based learning
- It also continued 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 11th annual Ohio School Improvement Institute that 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.
- 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. This year the GRADS program had a 76% graduation rate. New standards are being implemented that focus on college and career readiness, financial stability, relationship wellness, healthy prenatal and neonatal care, and nurturing healthy children and establishing healthy families.
- More than 200 teachers and supervisors participated in webinars and conference calls related to Family and Consumer Sciences (FCS). There were two mandatory meetings for instructors in Teaching Professions with 99% attendance. There were fall and spring statewide meetings for educators with GRADS, Early Childhood Education and Teaching Professions plus one fall meeting for FCS and WFD supervisors.
- 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. FCS teachers held their annual summer conference embedded with Ohio Association for Career and Technical Education (Ohio ACTE), and over 200 teachers and supervisors attended. The major focus of the conference was sustainable foods, food-borne illness, articulate agreements, financial literacy, and college and career readiness skills.
- OCIS/IACP provided training/professional development to approximately 150 educators; and presented eight various conference breakout sessions for an average of 25 participants per session.
- For the fourth year, the Office of CTE provided leadership for a state summit focused on improving Ohio's economy through collaborative work of education and business/industry. The emphasis of the Ohio Economic-Education Summit IV was to stimulate further alignment of secondary workforce development programs – start-ups or enhancements – with economic needs. Two positive result examples at the secondary CTE level were 1) jump of logistics programs from five to nine; and 2) the start of the one new biotechnology program.
- The Office of CTE provided technical assistance presentations for AACTE and its divisions, the Ohio Career-Technical Administrators (OCTA) and 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. CTE (Industrial & Engineering Unit) started the development of a Technical Assistance Continuous Improvement template (including goals/objectives, action steps, and an evaluation process) to assist with program improvement across all pathways.
- The Agricultural Education Unit again held 20 district meetings, five pathway meetings, one Inquiry Based Instruction Institute and three meetings serving teachers with one to three years teaching experience (Teacher Induction Program).
- The Administrative Field Services (AFS) unit at ODE provided assistance to all Career Technical Planning Districts (CTPD), Adult Workforce Education (AWE) deliverers and Youth/Adult Corrections. Technical assistance was delivered via paper, telephone, e-mail and conference workshops as well as through dedicated face-to-face meetings at the CTPD. Additional on-site meetings for the primary purpose of individual compliance monitoring also incorporated targeted technical assistance. Topics covered included Programs of Study (POS) development, assessment processes, grants management, civil rights compliance and other Perkins IV specific compliance requirements. A strong emphasis was given to school performance and accountability with on-site work sessions led by AFS staff on data reporting, evaluation of results and strategies for improvement of indicators such as student academic and technical achievement, placement, graduation, non-traditional student participation/completion and overall program performance. A collaborative effort of ODE and OBR extended similar assistance to Ohio Tech Prep consortia and community college recipients.
- SkillsUSA Ohio (30,335 members) – The state competition engaged 2,200 students in 83 events judged by 486 business/industry partners. Of those, 153 competitors qualified for nationals. SkillsUSA Ohio students earned 45 gold, silver or bronze medals and 99 Skill Point Credentials at the national event. Two Ohio students were elected as national officers. Penta Career Center's Public Safety Program also received the Presidential Volunteer Service Award.
- Two consultants from the AFS unit attended the Methods of Administration (MOA) conference sponsored by USDE, OCR in Boca Raton, Fla. Ohio continued to follow its approved MOA by conducting on-site visits to two major city school districts, one youth correctional facility and one community college. Specific targeted technical assistance was provided to the Cleveland Metropolitan City School District to assist them with complying with their voluntary compliance plan (VCP).
- In addition to targeted assistance to individual school districts, a professional development workshop was conducted by the Agricultural Education Unit 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, data reporting and using CTE data: 1) at autumn and spring conferences for school district personnel who report CTE accountability data in the Education Management Information System (EMIS), 400 and 250, respectively; 2) at a spring conference for 125 regional Information Technology Center staff; 3) at autumn and spring conferences of 150 local CTE leaders; 4) and autumn and spring workshops for administrators new to CTE. It also collaborated with the Administrative Field Services Unit staff to develop technical assistance processes on using CTE EMIS reports to understand, monitor and track performance. Tech Prep Consortia Directors were engaged in the development of the Tech Prep accountability system at two meetings.
- In collaboration with the Ohio Department of Development, Ohio Board of Regents and BioOhio, the Office of CTE sponsored the fourth annual Ohio Economic-Education Summit with a focus on business/industry technology and education partnerships to improve the economy. Nearly 500 educators and business/industry representatives participated. This was one of a triad of events that included an Ohio School Improvement Institute and the All-Ohio Conference with Ohio ACTE.
- The Office of College & Career Transitions at the Ohio Board of Regents (OBR) provided assistance to the two-year campuses through paper, telephone, e-mail, and face-to-face channels, including technical assistance visits, regional meetings and individual compliance monitoring. Topics included accountability, compliance, assessment processes, Perkins IV plans that address student academic and technical achievement and overall school performance and other Perkins IV specific compliance requirements.

PERMISSIBLE ACTIVITIES

Improving career guidance and academic counseling programs.

- Project Lead The Way (PLTW) continued with the assistance of the postsecondary state affiliate, (Sinclair Community College), providing teachers and guidance counselors with initial and ongoing course-specific training.
- The Ohio Career Information System (OCIS), an Internet-based academic and career development tool including an Individual Academic and Career Plan (IACP) component, had 1,233 subscribing sites; with 1,139,478 total logins, where nearly half were portfolio logins. The number of students portfolios increased by about 100,000 to a total of 352,759. More than 70,000 student portfolios showed evidence of updating or initiating an IACP.

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

- Following the Perkins IV Transition Year, a POS template was completed. It included an indication of what coursework was eligible for articulated credit, including statewide articulation, AP, high school postsecondary option, Dual Credit, bi-lateral agreement and Seniors-to-Sophomores credit. The POS template continued to be used by school districts. This is intended to facilitate that all CTE programs will incorporate a POS by June 30, 2013.
- The ODE and OBR continued implementing the Career-Technical Credit Transfer (CT²) initiative. This initiative facilitates statewide credit transfer among public high school, career-technical, adult workforce, and college/university institutions. Credit areas eligible for statewide agreements expanded to 20 areas. Areas implemented in FY2011 included Fire Safety Inspector, Fire Service Instructor, and Education.

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 and was updated to an electronic version, including new Tech Prep centers.
- The Ohio Board of Regents Transfer Assurance Guides (TAGS) process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs. State funding supported the process.

Supporting career and technical student organizations

- SkillsUSA Ohio (30,335 members) – The state competition engaged 2,200 students in 83 events judged by 486 business/industry partners. Of those, 153 competitors qualified for nationals. SkillsUSA Ohio students earned 45 gold, silver or bronze medals and 99 Skill Point Credentials at the national event. Two Ohio students were elected as national officers. Penta Career Center's Public Safety Program also received the Presidential Volunteer Service Award.
- (Ohio FFA (23,364 members) – More than 6,000 students participated in 89 events judged by over 200 business/industry representatives during the 83rd Ohio FFA Convention. More than 400 were determined eligible to compete nationally.
- Ohio FCCLA (16,800 members) – The Ohio Family, Career and Community Leaders of America (FCCLA) State Leadership Conference, 2011 engaged 999 students in 39 events judged by 322 business/industry judges. Of those, 171 qualified to compete nationally where 97 earned gold, 67 earned silver, and seven received bronze awards. Perfect scores indicating "Best In The Nation" went to two Ohio entrants. A representative from an Ohio-based business served as an industry representative to the National FCCLA Board of Directors. Overall, Ohio FCCLA ranked third in the nation for participation and achievement.

- (Ohio DECA (4,850 members) – The 2011 Ohio DECA Career Development conference engaged 1,800 students in 47 events judged by 250 Ohio business industry representatives. Approximately 400 Ohio DECA members were among more than 14,000 competitors at the DECA International Career Development Conference in Orlando, Florida. Ohio DECA students brought home 23 awards among the top ten of competition categories, achieving the second highest number of points in the nation.
- In FY2011 Business Professionals of America, Ohio Association had 8,425 members. The State Leadership Conference (March 17-18, 2011) engaged 1,797 student competitors. Approximately 350 Ohio students were eligible to compete at the national conference. Secondary competitors earned six first, six second and six third place awards. A total of 50 individual competitors and teams received a top ten ranking. Postsecondary competitors received three of seven second, and five third-place awards, with a total of 42 recognized in the top ten. The Ohio Association was awarded the Professional Cup for the highest member participation in service learning.

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 continued providing assistance to community schools through communication posted on the community school newsletter, as well as fiscal and compliance guidance related to CTE-funded programs within 50 community schools.
- CTE consultants provided direct assistance to all charter/community schools interested in operating, or already operating a CTE program. All services provided to traditional schools were equally offered to charter/community schools. For example, as a charter/community school becomes interested in developing a CTE course, the consultant worked with the school to assist them in understanding all CTE requirements, the Program of Study, articulated agreements, technical content standards, etc.
- Charter/Community school leaders and teachers continued to be equal partners in education, as evidenced by Ohio ACTE membership. For example, two of 24 board members for CBI were from community schools.
- The office made substantial changes to how it worked with charter/community schools to improve efficiency. Prior to FY2011, all community school inquiries went through one centralized person along with documentation via an “educational plan.” In FY11 this approach was changed enabling community schools to work directly with consultants in the specific career field.

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.

- 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.

- Nearly 7,000 FCS students participated in one or more of the End-of-Course Assessments (Child Development, Career Search I and II, Financial Management II, Manage Transitions and Healthy Living).
- Ten teachers participated in Preparing Healthy Foods in the FCS Classroom, and 15 teachers participated in the Ohio Insurance Institute focusing on risk management and insurance careers.
- 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. FCS teachers held their annual summer conference embedded with Ohio ACTE, and over two hundred teachers and supervisors attended. Major focus of the conference was sustainable foods, food-borne illness, articulate agreements, financial literacy, and college and career readiness skills.
- Twelve CTPDs and approximately 40 teachers held meetings for their associate districts to work on course of studies and program renewal approval process for FCS. Four regional meetings, with approximately 20 teachers, were held for the Teaching Professions CTAG submission process.

- Over 200 teachers, supervisors of FCS, GRADS, teaching professionals and ECE participated in webinars focusing on technical support as well as on-going professional development both from the state and national levels.
- Approximately 15 programs in FCS had an articulated agreement for one or more high school FCS courses.
- Ohio FCCLA was one of 13 recipients across the nation that received a grant from youth Service America Semester Service Grant. 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 FCCLA participated in six United Health Care Heroes Grants on prevention of child obesity. Information was provided at the annual FCCLA conference.

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

- As a continual effort to collaborate with business, CTE helped fund cooperative learning and multiple internships in many marketing programs. Students collaborated with business and developed detailed, complex reports for those businesses, as part of their DECA experience. These reports are key developing students who understand the work world and who are ready for a global economy. Manuals were developed for entrepreneurship, international marketing, marketing research and may other areas.
- Ohio's Job Training Coordinators (JTC) students and their 131 coordinators maintained work-based learning partnerships with banks, hospitals and restaurants. There were 121 classes in 49 school districts serving a total of 1,630 students.
- Through collaboration with the Society of Manufacturing Engineers Education Foundation and several industries, CTE again 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.
- The CTE (I & E Unit) organized business-driven advisory councils for six career pathways (Engineering/Manufacturing, Information Technology, Health Science, Construction, Transportation, and Law/Public Safety) to provide employment trends, apprenticeship/internship opportunities, labor market information, industry credentials/assessments, and standards updates.

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

- The office of CTE funded programs in entrepreneurship and required that entrepreneurship be integrated in all CTE programs. Entrepreneurship programs require critical thinking, extensive teamwork and creativity – cornerstones of 21st Century learning. CTE also created a set on content standards for employability skills that included entrepreneurship education.
- Of 833 applications for secondary WFD program approval submitted in FY2011, 807 or 96% were approved. These 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 \$5.75 million through their work-based supervised experienced programs. This is a considerable amount considering the challenges of the local economy.

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 FY2011.

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 continued to be threaded throughout all of Ohio's career fields.

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

- AWE centers assessed potential students prior to entering a career training program. Knowledge, skills and abilities were assessed using the ACT/WorkKeys system. If skills were not optimal for the job/program, students were referred to an ABE program to build math and reading skills and were encouraged to work toward a GED if the adult was without a high school diploma. The close relationship with adult students made the career center an optimal starting point for many adults. From here, adults were urged to continue their training by enrolling at one of the community colleges. Currently, indications and data demonstrate that 20% of adults that completed training at a career center enrolled in a community college.

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 and certificates to upgrade, improve and/or generate new skill development for 9,235 adult concentrators who left school who participated in full time Perkins funded workforce development training programs. Each was assisted with guidance and career counseling, evaluation and assessments for success including the National Career Readiness Credential, financial aid and job placement assistance all of which helped place students at an 86.50% rate. This statistic is impressive as it comes during a time of recession and a very slow economy in Ohio over the previous few years.
- AWE providers are linked to the community through administrative and program advisory committees, Rotary and Chambers of Commerce, and to area agencies and Workforce Investment Boards. Funding from WIA has significantly diminished. The need for financial aid is high as is the unemployment across Ohio.
- 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, and 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 Ohio Department of Education (ODE) Web.
- 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 ODE-created assessments and field-test-ready forms for seven different pathways. An additional seven assessments in the areas were field tested. Thirty new tests for pathways are being planned to be completed in FY2013.
- Tests are designed 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.
- Nearly 7,000 FCS students participated in one or more of the End-of-Course Assessments (Child Development, Career Search I and II, Financial Management II, Manage Transitions and Healthy Living).
- The Office of CTE provided Perkins leadership funds to further implement industry-based assessments in Culinary Arts (Prostart) and the National Center for Construction Education and Research.
- Teaching Professions developed a CTAG for Introduction to Education. Eleven programs were approved through the Ohio Board of Regents, to students who received a score of 85 on the portfolio assessment, reflecting experiences throughout the CT program. An evaluation of the portfolio was based on an electronic rubric, completed by two independent assessors who are master teachers or college partners associated with the program.

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

- Enrollment data were analyzed for FY2009, FY2010 and FY2011. Enrollment trends in FY2011 were mixed, compared to FY2010:

CTE Enrollment	FY09 CTE Participants	FY10 CTE Participants	FY11 CTE Participants	% Change FY10 to FY11	FY09 CTE Conc.	FY10 CTE Conc.	FY11 CTE Conc.	% Change FY10 to FY11	FY09 Tech Prep Students	FY10 Tech Prep Students	FY11 Tech Prep Students	% Change FY10 to FY11
Secondary	127,085	129,679	126,347	- 2.6%	32,747	32,332	32,387	0.2%	9,870	12,221	18,524	52.6%
Postsec.	105,725	118,343	125,049	5.7%	67,280	74,682	79,357	6.3%	14,651	17,114	16,312	- 4.7%
Adult	17,557	18,422	17,564	- 4.7%	17,137	18,044	17,212	- 4.6%	n/a	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, 33,821 in FY2010 and 54,027 in FY2011. Secondary Tech Prep enrollment continues to grow as CTE workforce development programs are converted to Tech Prep/Program of Study (POS) programs.
- In the Education Management Information System (EMIS), a “CTE Program of Concentration” was collected for the first time on each FY2011 CTE Concentrator – this allows for calculating CTE performance at the CTE program level (this is much desired by CTE staff at the state and local level). Also, a secondary “Tech Prep Completer” element was added for Tech Prep accountability purposes.
- The Administrative Field Services Unit staff provided technical assistance during site visits on using the new CTE performance monitoring and tracking tools, along with the CTE EMIS reports, which helps LEAs monitor and track their performance data.
- The state Perkins data team (ODE and OBR staff) met three times in FY2011 and discussed a multitude of topics related to Perkins accountability.
- Through March, Ohio further developed the Tech Prep accountability system. However, when the Perkins Tech Prep funding was eliminated, work on the Tech Prep accountability system was halted. This resulted in a drop in the number of postsecondary Tech Prep students, as the “new” postsecondary Tech Prep students can no longer be identified in the Higher Education Information (HEI) data system.
- Ohio’s K-12 and Higher Education statewide longitudinal data systems (SLDSs) were still not linked in FY2011. Ohio obtained a third SLDS grant from the U.S. Department of Education in May 2010, one goal of which is to link the two systems. CTE was not involved in any FY2011 discussions on the SLDS linkage project. However, Ohio’s Chief Information Officer participated in OVAE’s June 2011 Virtual Data Quality Institute (DQI), so the awareness of CTE’s data needs was raised.

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.

- PLTW presented to ACTE on how to improve their PLTW Engineering and Biomedical programs. The T & I unit also presented to OTIESA on 21st Century Skills. Five training workshops were provided on “Today’s Class.”
- The Ohio Department of Education NCCER Program certified 42 instructors through the Instructor Craft Training Program to offer the NCCER Curriculum in High School and Adult Construction Technology Programs. This is a pre-service for new instructors entering the NCCER Construction Classroom.

Supporting occupational and employment information resources.

- The Office of CTE continued to be a resource for schools by providing linkages to guidance sources on Minor Labor Laws and Issues to local CTE educators to assure programs are in compliance with current regulations regarding student employment and work experience.
- The office of CTE developed fact sheets for six industries identified as emerging in Ohio – Advanced Energy, Aerospace/Propulsion, Agriculture Bio products, Biomedical, Logistics, and Materials Science. These data and trend pieces as well as links to industry news stories were posted on the Web and provided to participants at the fourth annual Ohio Economic-Education Summit for local and state planning and implementation activities. An addition to the Summit in FY2011 year was a student expo in which high school students demonstrated their knowledge and skills in the emerging industry areas.
- The CTE (I & E Unit) organized business-driven advisory councils for six career pathways (Engineering/Manufacturing, Information Technology, Health Science, Construction, Transportation, and Law/Public Safety) to provide employment trends, apprenticeship/internship opportunities, labor market information, industry credentials/assessments, and standards updates.

2. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

Secondary

- In FY2011 of the 96 secondary CTE programs, there were state or industry assessments available for use in 69 of those programs.
- 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. An additional seven assessments in the areas were field tested.

Postsecondary

- 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 – Stage one of our Ohio plan was completed. Technical assessment discussion at the state and local level were conducted. As a result, Ohio conducted an extensive analysis around certificate, licensure, and credentials at each two-year campus and explored why some campuses submit credential data and some do not submit this information. A consulting group conducted a study that provided insight in the following areas:

- Identified locally developed end of program technical assessments or end of program experiences for each applied associate program at Perkins funded two-year campuses.
- Identified the type of assessments used by Ohio’s licensing boards.
- Identified the type of national technical assessments and vendors that provide assessments at Perkins campuses.

The report concluded that Ohio has many challenges with the data collection process.

Adult workforce education (AWE)

- AWE providers delivered the necessary instruction for credential and certificates to upgrade, improve and/or generate new skill development for 9,235 adults who were concentrators who left Adult Workforce Education and were enrolled in full training programs. Each was assisted with guidance and career counseling, evaluation and assessments for success including the National Career Readiness Credential, financial aid and job placement assistance all of which helped place students at an 86.50% rate. This statistic is impressive as it comes during a time of recession and a very slow economy in Ohio over the previous few years.

3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

Secondary

- FY2011 data reporting by school districts ended on Nov. 18, 2011, for CTE data. CTE performance calculations were completed in time for the EDEN and CAR reporting deadlines. The next priority is to develop and publish the state FY2011 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. FY2011 results include:

SECONDARY – FY2011		Target	Actual Performance	Met Target?	Met 90%?
1S1	Academic Attainment— Reading/LA	88.00	93.49	Yes	Yes
1S2	Academic Attainment— Mathematics	84.00	92.35	Yes	Yes
2S1	Technical Skill Attainment	63.00	72.84	Yes	Yes
3S1	School Completion	93.50	98.38	Yes	Yes
4S1	Student Graduation Rates	82.30	98.74	Yes	Yes
5S1	Placement	88.25	90.17	Yes	Yes
6S1	Nontraditional Participation	20.50	30.68	Yes	Yes
6S2	Nontraditional Completion	17.50	24.13	Yes	Yes

- 5S1 (Placement) – Ohio renegotiated a lower state target for FY2011 (88.25%), due to the state’s continuing high unemployment rate. The FY2011 disaggregated “employment placement” rate is 56.77%, which is slightly higher than the FY2010 rate of 55.23%, but still lower than the FY2009 rate of 58.22%. Ohio’s unemployment rate now hovers around 8.6%.

Postsecondary

- Ohio’s FY2011 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 met state target for 2P1, 3P1, 5P1, and 5P2 and met 90% of the state target for 1P1 and 4P1. FY2011 results include:

POSTSECONDARY – FY2010		Target	Actual Performance	Met Target?	Met 90%?
1P1	Technical Skill Attainment	75.50	73.71	No	Yes
2P1	Credential, Certificate, or Degree	39.00	41.51	Yes	Yes
3P1	Student Retention or Transfer	67.75	68.64	Yes	Yes
4P1	Student Placement	79.30	77.59	No	Yes
5P1	Nontraditional Participation	15.25	23.37	Yes	Yes
5P2	Nontraditional Completion	13.25	19.96	Yes	Yes

- 4P1 (Student Placement) - Due to Ohio's continuing high unemployment rate, Student Placement will continue to be a struggle. Currently, the unemployment rate fell by nearly half a percentage point to 8.5 percent in November – but the unemployment rate is much higher in rural areas. The performance rate (77.59%) did not meet the state target but exceeded 90% of 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 (5) of the adult indicators, and met 90% for all six (6) adult indicators.
- FY2011 results include:

ADULT – FY2011		Target	Actual Performance	Met Target?	Met 90%?
1A1	Technical Skill Attainment	90.65	91.47	Yes	Yes
2A1	Credential, Certificate, or Degree	67.75	70.24	Yes	Yes
3A1	Student Retention or Transfer	76.50	88.93	Yes	Yes
4A1	Student Placement	86.50	85.12	No	Yes
5A1	Nontraditional Participation	10.12	10.63	Yes	Yes
5A2	Nontraditional Completion	9.42	10.69	Yes	Yes

- 4A1 (Placement) – Ohio renegotiated a lower state target for FY2011 (86.50%), due to the continuing high unemployment rate. The FY2011 performance rate (85.12%) did not meet the state target (86.50%), but exceeded 90% of the state target. However, the FY2011 rate was 2.23 percentage points higher than the FY2010 rate of 82.89%. Ohio's high unemployment rate, which hovers around 8.5%, continues to be a cause of concern.

Tech Prep

- The Tech Prep accountability system continued to be developed through April, 2011, but was halted due to elimination of Perkins Tech Prep funding.
- The most significant gains have been in Postsecondary Enrollment (1STP1), Completion of Course Awarding Postsecondary Credit (1STP4) and Enrollment in Postsecondary Remedial Course (1STP5).
- State performance results for FY2009, FY2010 and FY2011:

TECH PREP		FY2009 Results	FY2010 Results	FY2011 Results
1STP1	Postsecondary Enrollment	48.85%	51.62%	54.37%
1STP2	Postsecondary Enrollment in Same Field	40.78%	45.24%	44.83%

1STP3	State or Industry-recognized Certificate or License	11.98%	13.67%	17.95%
1STP4	Completion of Course Awarding Postsecondary Credit	35.94%	42.89%	56.19%
1STP5	Enrollment in Postsecondary Remedial Course	50.51%	41.21%	31.94%
1PTP1	Employment in Related Field	34.22%	32.43%	86.22%*
1PTP2	State or Industry-recognized Certificate or License	2.17%	1.98%	1.93%
1PTP3	On-Time Completion of Two-Year Degree or Cert. Program	11.82%	11.91%	11.02%
1PTP4	On-Time Completion of Baccalaureate Degree Program	19.16%	18.61%	19.30%

* This data, the result of a data match with Ohio's UI-Wage Records, accounts for EMPLOYMENT, but fails to account for the Standard Industrial Classification (SIC) codes, which generate "related field" employment. Our request to update this data match to include SIC codes was not completed in time to meet the December 31 CAR reporting deadline. We anticipate that we will soon submit amended performance data. The 1PTP1 performance results cannot yet be compared with the performance results submitted by Ohio in the 2008-2009 and 2009-2010 CAR Reports.

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 FY2011 local target. A plan must include an analysis of the data; identification of a strategy and action steps that will be taken in FY2012 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 (FY2010 and FY2011), and not making progress in FY2011, 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 FY2012 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.
- One secondary and two adult sub recipients did not meet the local target for the same indicator for three consecutive years (FY2009, FY2010 and FY2011). ODE and OBR, respectively, are directing the development of the improvement plans, and are directing the use of a specified amount of the local funds. The improvement plans are tailored to the specific situations.

Secondary

- After completion of the FY2011 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, 20 did not meet 90% of the local target for at least one indicator in FY2011 (range of 1-2 indicators not met), so each must submit performance improvement plans. Seven (7) did not meet 90% of the target for the same indicator in both FY2010 and FY2011; six (6) of these did not make progress in FY2011. There is steady improvement in the number of CTPDs that meet 90% of their local targets, for all but Nontraditional Completion (6S2).
- 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 in FY2011	0	0	9	0	0	1	2	9
Number of locals not meeting 90% of local target for the same indicator in both FY2010 & FY2011	0	0	5	0	0	0	0	2
Of those not meeting 90% of local target in both FY2010 & FY2011, number of locals NOT making progress	0	0	4	0	0	0	0	2
Number of locals not meeting 90% of local target for the same indicator for three years – FY2009, FY2010 & FY2011	0	0	1	0	0	0	0	0

Postsecondary

- The FY2011 local Perkins College Performance Reports will be published on the OBR Perkins Web site in January 2012. 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, six (6) did not meet 90% of the local target for at least one indicator in FY2011 (range of 1-2 indicators not met), so must submit performance improvement plans. Placement (4P1) continues to be the most challenging.
- 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	0	0	0	4*	1	1
Number of locals not meeting 90% of local target in FY2011	0	2	0	3	2	1
Number of locals not meeting 90% of local target for the same indicator in both FY2010 & FY2011	0	0	0	2	1	1
Of those not meeting 90% of local target in both FY2010 & FY2011, number of locals NOT making progress	0	0	0	0	0	1
Number of locals not meeting 90% of local target for the same indicator for three years – FY2009, FY2010 & FY2011	0	0	0	0	0	0

* In the FY2010 CAR narrative, incorrectly displayed “3.” It should have been “4.”

Adult workforce education (AWE)

- The FY2011 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 28 adult sub recipients in FY2011 (29 in FY2010 and 31 in FY2009). Fifteen (15) did not meet 90% of the local target for at least one indicator in FY2011, so must submit performance improvement plans. Four (4) did not meet 90% of the target for the same indicator in both FY2010 and FY2011, but three (3) of those made progress in FY2011. Nontraditional Participation (5A1) and Nontraditional Completion (5A2) are the most challenging indicators.
- 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 in FY2011	1	4	1	0	5	4
Number of locals not meeting 90% of local target for the same indicator in both FY2010 & FY2011	0	1	0	0	3	2
Of those not meeting 90% of local target in both FY2010 & FY2011, number of locals NOT making progress	0	0	0	0	1	1
Number of locals not meeting 90% of local target for the same indicator for three years – FY2009, FY2010 & FY2011	0	0	0	0	2	1

Tech Prep

- Tech Prep consortia accountability has been eliminated, due to the loss of Perkins funding.
- Tech Prep consortia targets were in the process of being negotiated at the time of the loss of Perkins funding. At that time, the negotiation process was halted. Therefore, there is no analysis of Tech Prep consortia-level data.

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.
- The FY11 Tech Prep budgeted amounts for each local recipient are shown below;

Ohio State Fiscal Year 2010-2011 Tech Prep Allocations

IRN	District Name	County	Budget Amount
1	63388 Cincinnati St Tech & Comm Coll	Hamilton	\$251,538.40
2	63370 Clark State Community College	Clark	\$114,230.59
3	63305 Columbus State Comm College	Franklin	\$337,165.31
4	63404 Cuyahoga Community College	Cuyahoga	\$251,538.42
5	63453 Eastern Gateway Community College	Jefferson	\$163,438.76
6	65763 Edison State Comm College	Miami	\$114,230.66
7	63339 Hocking College	Athens	\$114,230.59
8	63339 James A. Rhodes State College	Allen	\$163,438.76
9	63339 Kent State University	Portage	\$163,438.76
10	63339 Lakeland Community College	Lake	\$163,438.76
11	63339 Lorain Co Community College	Lorain	\$163,438.76
12	63339 Marion Technical College	Marion	\$163,438.76
13	63339 North Central State College	Richland	\$163,438.76
14	63339 Rio Grande Community College	Gallia	\$114,230.59
15	63339 Shawnee State University	Scioto	\$114,230.59
16	63339 Sinclair Community College	Montgomery	\$251,538.42
17	63339 Stark State College of Technology	Stark	\$163,438.76
18	63339 Terra State Community College	Sandusky	\$163,438.76
19	63339 University Of Akron	Summit	\$163,438.76
20	63339 University Of Toledo	Lucas	\$365,707.89
21	63339 Washington State Community College	Washington	\$163,438.76
22	63339 Youngstown State University	Mahoning	\$114,230.59
23	63339 Zane State College	Muskingum	\$114,230.59

\$4,054,929.00