
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 FY2012 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, 40 adult full-service centers). Ohio had 120,053 high school (Grade 9-12) workforce development students (includes 69,660 enrolled in a Tech Prep course), and 15,761 adults in workforce education and 123,203 career-tech students in Perkins-funded colleges.

PART B: NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

<table>
<thead>
<tr>
<th>REQUIRED USES OF FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting an assessment of the vocational and technical education programs funded under Perkins IV.</td>
</tr>
</tbody>
</table>

- 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.
- Fifty percent of the postsecondary two-year campuses were monitored for compliance with Perkins regulations. This comprehensive process included verification of annual stakeholder meetings with (business/industry, educators, etc.) to assess local program performances.
- The Ohio Department of Education (ODE) and Ohio Board of Regents (OBR) continued to work with the state funded Tech Prep Regional Centers—which have the purpose of assisting in the development of bilateral agreements between secondary career technical schools and postsecondary institutions. Leadership funds continued to assist with the alignment of secondary career technical content standards to college programs through the Ohio Board of Regents’ Articulation and Transfer area. Consultants continued to help create alignment and an assessment process around the ODE career-tech standards.
- All state level Perkins monitoring and performance documents were thoroughly reviewed, updated, posted on the ODE Web for retrieval, and used by districts. This included the Performance Calculations, Indicators of Performance Master Document, AWE Self-Assessment Monitoring documents, Performance Reports and Target Worksheets.
- Seven centers and one consortium were monitored for compliance through self-assessment, desk and phone audits. Of those, two were officially monitored on-site, Eastland-Fairfield Career Center and Madison Local (consortium with Tri-Rivers and Pioneer Career Centers). The remaining centers, Scioto County,
Washington County, EHOVE, Gallia-Jackson-Vinton, Portage and Trumbull had numerous phone and on-site technical assistance visits.

- 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 FY2013.

- Ohio received 13 of 54 High Schools That Work/Making Middle Grades Work (HSTW/MMGW) awards at the 2012 National HSTW/MMGW Summer Conference – more than any other state – in an achievement recognition process through the Southern Regional Education Board.

- For a second year, adult workforce education (AWE) conducted a statewide survey of postsecondary career technical administrators, faculty/staff, current and former students and the business community (n=9800+). This year, the survey development and process was funded with state funding for postsecondary career technical education through the Ohio Board of Regents. Survey results provide direction for professional development, school improvement strategies, potential new programs and direction for curriculum development.

  - Results of this year two study confirmed that 70% of students have prior college experience but no degree and 32% of students have prior college debt up to $25,000+. The study found that 75% of students are currently receiving financial aid and 91.9% indicated that they could not attend without financial aid.

  - Student perceptions of the AWE programs confirmed that hands-on experiences, program length and skills to advance in the job market ranked highest in program design and the overall student rating of programs increased by 0.257% in FY12; 91% of students would recommend the institution to others.

  - Areas for improvement continued and confirmed the findings from the FY11 study. These included resources and supplies, communication, organization and technology all of which are allowable expenses for state and local Perkins funds. Approximately 10% of the respondents answered a few supplemental questions regarding technology to identify specific issues. Students expressed frustration with the availability of technology at the institution, technology being “down” or broken, the use of technology in instruction and the inability to use personal technology. Students would like updated “rules” for technology usage, greater access to technology and open filters for adult students with regard to web-based media.

  - A series of four regional meetings with state and local reports effectively conveyed the results of the survey to local administrators. The AWE administrators will use these local reports for staff development and with advisory committees as a focus for continuous improvement. The survey results will be used to focus on local Perkins plans for this and next year and will be the basis for all statewide professional development opportunities.

- A committee composed of career center superintendents, treasurers and AWE directors met throughout the year to identify the components of a performance based funding system using state funds. The committee has determined that a portion of funds should be set aside for measures such as 50% completion of a program, acquisition of a certificate or degree, retention, placement and employment. The details are not yet finalized but will be considered within the next biennium budget.

- Throughout the year, the AWE Data Reporting System was housed and technically supported by Ohio Department of Education personnel. This process will continue on behalf of the Board of Regents until a new data system is built and in place to capture data for Perkins reporting.

- An internal Board of Regents team has been meeting over the course of the year to identify and define certificates and credentials that should be reported for IPEDS, Perkins and the state’s workforce development system. Many requests are submitted to the Regents for such data and to date there is no reporting system that captures the data for both the community colleges and the AWE centers. An external firm has been contracted to begin work on a new and expanded data system. Development has not begun as yet.

- Ohio remains as 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 PTLW is end-of-course exams. In 2011-12, the Ohio student average passage rate on all these exams was 87.4% with 8,212 students testing. Nationally, PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
Developing, improving, or expanding the use of technology in career and technical education.

- 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, including Agriculture. Over 7,000 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), 18,400 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.
- 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.
- Throughout the fiscal year, two AWE regional meetings were held in each of the four regions of the state. These meetings were planned by a local administrator who scheduled and coordinated the meetings. These meetings included Perkins reauthorization updates especially when the State Perkins Accountability Congress and the Design Team met. Updates were provided to further thinking and working toward the federally proposed “Blueprint for Career and Technical Education.”
- The longest term consultant for AWE retired in December of 2012 however, a new consultant with business and IT background was hired in April 2012. His experience at the local level was invaluable as he worked to build new resources for administrators, the new certificate and credential data system, resources for professional development and streamlined processes for Perkins monitoring.

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 iitWORKS Ohio conference for IT educators attracted nearly 180 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.
- 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 and current administrators from districts statewide benefited from this opportunity. Job-embedded technical assistance also was made available throughout the year.
- 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 at Ohio University with over 300 participants as part of ongoing professional development. In addition, 144 teachers were trained in 10 PLTW courses as part of their initial course specific training.
- The State Board of Cosmetology passed a resolution allowing CBI students to explore this career field for 15 weeks; ODE will be working with the Cosmetology Board and career tech instructors to align the Board’s curriculum with Education’s standards, courses, and assessments.
- CTE provided 214 professional development sessions (122 for high school, 92 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 AWE audience as a cost-saving method for two-way communication. For example, a distance webinar was conducted with a central host site, a
Providing support for career and technical education programs that improve the academic, 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 which included both academic and technical coursework that culminates in postsecondary articulated credit and industry-recognized credentials. 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.

- CTE worked with the Ohio Department of Aging, Ohio Board of Regents, and Ohio Department of Health on a grant project with the Ohio Department of Job and Family Services to develop a new curriculum and assessment for the “Direct Service Worker”.

- Ohio promoted a STEM curriculum through Project Lead The Way (PLTW) and the integration of rigorous academics in the pre-engineering and biomedical science curriculum. This resulted in statewide articulations with two-year and four-year postsecondary institutions for advanced college credits for students that successfully completed the courses. PLTW went to stanines scores and Ohio is in the process of establishing a “norm” for passing. Over 3,500 Ohio students were eligible for advanced college credit based on this parameter.

- 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 Office of CTE had two representatives who participated in the state panel for financial literacy standards. 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) provided a credential assessment for Financial Literacy and several FCS teachers in Ohio earned such credential. Ohio will continue focusing on more teachers receiving the credential during upcoming professional development opportunities.

- Ohio served more than 15,200 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.

- 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
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 14 Ohio colleges and universities to engage nearly 3,000 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 and engineering programs – both secondary and postsecondary. Ohio CTE sponsored an annual IT Conference to provide teachers and industry representatives with outreach information, including for females in the IT career field. Aligned with expanding 21st century needs, the focus moved from IT only to STEM.
- As part of the CTE effort to provide rigorous programs for all students in mixed-ability classrooms for the third year, a collaborative effort between the Office for Exceptional Children and the Office for CTE resulted in a grant to Kent State University to provide training for districts to help teachers work with students, with an emphasis on special education. During the year, three modules created in previous years, were scripted and prepared for videotaping on the website. Additional statewide trainings were held. Three districts received in-depth training in using techniques to improve teaching and learning in the mixed-ability classroom. The CTE website was updated with the most current information. Additional schools were recruited for participation in the special education review process and the mixed-ability training. CTE continued to support a staff member that assisted districts with issues and questions as did the Office for Exceptional Children.
- CTE provided a representative for the Ohio ACTE special needs division committee for 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.
- Districts operating career based intervention and job training coordinating programs began the review and implementation of the content standards developed in FY11 that focus on employability skills, 21st Century Skills, and social emotional development.
- Participation and completion of non-traditional students continued to hamper many Ohio districts in meeting the performance measures in these two critical areas. Eastland Adult Center and Portage Lakes did not meet both indicators for the first year; Great Oaks did not meet both indicators for the second year in a row; Scioto County and Buckeye failed to meet both indicators for the third year in a row. Even with these centers not meeting their targets for non-traditional students, the state was able to achieve the 90% target. Both Scioto County and Buckeye received oversight and specific requirements regarding performance improvement planning as both were required to assess professional evaluation procedures, evaluate individual program performance with regard to each measure and participate in mandatory professional development and include these strategies on the improvement plan. Each of the districts has been counseled to include non-traditional strategies for recruitment, participation and completion in the yearly plan with budgeting to coincide.
- 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 four sites across the state in Cleveland, Mansfield, Ravenna and Portsmouth. Participants from all four sites were trained in the five-step improvement model and developed teams to review data and determine root causes. Presentations on the value and effectiveness of this initiative were provided at several statewide meetings. This project will continue in FY13.
- The Office of CTE provided funding and leadership that enabled the development of activities in a collaborative with 14 Ohio colleges and universities to engage girls in the traditionally male-dominated field of Information Technology and STEM and to plan ways to track the success of those activities in terms of
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 FY2012 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; 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 collaborated with the Ohio Police Officers Training Academy and Ohio Department of Public Safety to update the Emergency Medical Tele-communicator training in HB223, which is on-hold until the Governor’s office appoints a committee to implement s HB 509 on Emergency Service.

- The Office of CTE collaborated with the Governor’s office, the Ohio Department of Development (ODOD), OBR, Ohio Department of Job and Family Services, Ohio ACTE, BioOhio, JobsOhio and local career-technical leadership to plan and implement the fifth annual Ohio Economic-Education Summit, focused on collaborating to improve Ohio’s economy. One of the outcomes was to assist the districts with strategic plans more aligned with industry needs.

- The I & E Unit updated its strategic plan to include the national vision, STEM, and CTE outreach. The I & E Unit improved the CTE-26 Program of Study approval system by adding an electronic logging system that assigns the forms an application number for the tracking purposes.

- 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 SME database has provided over 200 experts from industry and education, participating in futuring panels, validation panels, and course development.

- 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. All six areas completed their draft standards with industry and education subject matter experts, aligning with the national common core, 21st century skills, and the Ohio Board of Regents learning objectives for articulation and credit transfer. The I & E Unit established industry advisory councils for each career field to assist in the standard updates and advise education on industry trends, skill needs, and credentials.

- The Ohio Department of Education, Ohio Board of Regents, Ohio Tech Prep, Ohio Association for Supervisors and Curriculum Directors and Ohio High Schools That Work sponsored the 13th Annual Ohio School Improvement Institute. More than 460 educators participated.

- 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 I & E Unit helped to establish the Ohio Manufacturing Month, along with the National Manufacturing Day (October 5). More than 25 schools and manufacturing companies took part in tours, open houses, and speakers inviting middle and high school students to explore the manufacturing career field.

- The Office of CTE in collaboration with Sinclair Community College continued the 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.

- Business/industry co-ops continued to be an integral part of many CTE programs. For example, about 50 percent of all Marketing programs continued having a strong student-employer component to reinforce standards-based learning.

- CTE continued its partnership with the Ohio Restaurant Association to provide the ProStart education program. Ohio had an addition of nine new second year teachers in the ProStart program for a total of 84 teachers ProStart teachers. 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 worked 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.

- 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 and presented the Friend of CTE Award Hilton Gardens Inn in Polaris.

- CTE offered teacher professional development in welding, automotive technology, cosmetology and Law and Public Safety through collaborations with the Ohio Peace Officers Training Academy, Lincoln Electric, Stark State Community College, the Ohio Board of Cosmetology and Today’s Class. The I & E Unit initiated work with the Ohio Apprenticeship Council to establish a secondary school registration for pre-apprenticeship programs. Students will receive credit toward registered apprenticeship 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 best practices. This annual 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 180 high school teachers and administrators, college faculty and administrators, Tech Prep Chief Administrators and regional coordinators, students and business/industry stakeholders attended. Dr. James Kozloski, IBE Researcher/Master Inventor, was the keynote speaker from New York. He offered information on humanizing computers and artificial intelligence.

### 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 1400 young people were served through 17 programs in four 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, nearly 6,300 men and women were served in 78 programs in 25 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 third year, a collaborative effort between the Office for Exceptional Children and the Office for CTE resulted in a grant to Kent State University to provide training for districts to help teachers work with students, with an emphasis on special education. During the year, three modules created in previous years, were scripted and readied for videotaping for the website. Additional statewide trainings were held. Three districts received in-depth training in using techniques to improve teaching and learning in the mixed-ability classroom. The website was updated. Additional schools were recruited for participation in the special education review process and the mixed-ability training. CTE continued to support a staff member to assist districts with issues and questions as did the Office for Exceptional Children.
- CTE provided a representative for the Ohio ACTE special needs division committee for planning and leadership and provided funds for that program through Ohio ACTE.
- 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 13th 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 3,920 students, including 839 males. A partnership with Parents with Prospects a curriculum source from the UK was established.
- 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 with 250 teachers and supervisors attended. The major focus of the conference was technology, sustainable foods, articulate agreements, financial literacy, and college and career readiness skills.
- OCIS/IACP provided training/professional development to over 350 educators through 19 regional sessions; 4 webinar training sessions for youth and workforce development providers; and approximately 13 various conference breakout sessions for an average of 35 participants per session.
- For the fifth 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 V 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 OAF CST.
- 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 3 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, Community Schools 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 AWE and community college recipients.

- SkillsUSA Ohio (28,362 members) – The state competition engaged 2,400 students in 83 events judged by 536 business/industry partners. Of those, 163 competitors qualified for nationals. SkillsUSA Ohio students earned 53 gold, silver or bronze medals at the national event. Two Ohio students were elected as national officers. Three programs received the Presidential Volunteer Service Award.

- Ohio continued to follow the approved MOA by conducting on-site visits from September 2011 through April 2012 at two major city school districts, one local school district, one community school, and two community colleges. Specific targeted technical assistance was provided to the Cleveland Metropolitan City School District to assist with complying with a voluntary compliance plan (VCP). The Office of Career-Technical Education submitted its biennial OCR report for school years 2010 through 2012 and revised targeting plan for school years 2013 through 2015.

- 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 200 local CTE leaders; 4) autumn and spring workshops for administrators new to CTE; 5) and four regional meetings for CTE superintendents and directors. 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.

- In collaboration with the Ohio Department of Development, Ohio Board of Regents, Ohio Department of Job and Family Services, Ohio Association for Career and Technical Education and BioOhio, the Office of CTE sponsored the fifth 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 approximately 1,200 subscribing sites; with 1,114,562 total logins, where nearly half were portfolio logins. The number of student portfolios increased by about 100,000 to a total of 462,184. More than 80,000 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 expanding 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. OBR staff and consultants were able to convert many of the bilateral agreements between secondary and postsecondary institutions into statewide agreements. These statewide agreements guarantee that the credits earned by students will be honored at every public community college in Ohio. This work continues through FY2013.

#### 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 (OBR) Transfer Assurance Guides (TAGS) process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs—State funding supported the process. OBR plans on issuing over 70 new CTAGS for secondary credit transfer.

#### Supporting career and technical student organizations

- SkillsUSA Ohio (28,362 members) – The state competition engaged 2,400 students in 83 events judged by 536 business/industry partners. Of those, 163 competitors qualified for nationals. SkillsUSA Ohio students earned 53 gold, silver or bronze medals at the national event. Two Ohio students were elected as national officers. Three programs received the Presidential Volunteer Service Award.
- (Ohio FFA (23,456 members) – More than 6,000 students participated in 89 events judged by over 200 business/industry representatives during the Annual Ohio FFA Convention. More than 400 were determined eligible to compete nationally.
- Ohio FCCLA (15,285 members) – The Ohio Family, Career and Community Leaders of America (FCCLA) State Leadership Conference, 2012 engaged 1,010 students in 39 events judged by 322 business/industry judges. Of those, 186 qualified to compete nationally where 99 earned gold and 75 earned silver. Nine students placed 1st in the nation in their event. A representative from an Ohio-based business served as an industry representative to the National FCCLA Board of Directors and Early Childhood adviser was elected to the National Board of Directors. Overall, Ohio FCCLA ranked third in the nation for participation and achievement.
- (Ohio DECA (4,850 members) – The 2012 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.
Conference in Salt Lake City, Utah. Ohio DECA students brought home 21 awards among the top ten of competition categories, achieving the third highest number of points in the nation.

- Business Professionals of America, Ohio Association (8,004 members). The State Leadership Conference, March 15-16, 2012, engaged 1,563 competitors and 300 teacher advisors. Five hundred eighty-five (585) student competitors qualified for national competition. At the National Leadership in Chicago, 66 Ohio competitors placed in the top 10, with 5 being awarded first place, 12 second place, and 6 third place. Ohio was awarded the Professional cup for service learning participation for the third consecutive year. The Batavia High School chapter was recognized as the school with the highest contribution to Special Olympics ($5,550) and for the highest number of service learning hours.

- At the Fall Leadership Conference, November 9, 2012, nearly 1,350 attendees participated in four leadership development workshops.

- As part of the celebration of national career-technical education month, the Office of CTE designated Feb. 22, 2012, as Ohio Career-Technical Student Organization (CTSO) Day. The state office worked in collaboration with the Ohio Association for Career and Technical Education and five career-technical student organizations (FFA, FCCLA, Business Professionals of America, OhioSkillsUSA and DECA) to provide visibility and increase awareness of the CTSOs and their role in college and career readiness. Among the activities of the day were organization displays and roundtable discussions with key state leadership and organization representatives.

Supporting public charter schools operating career and technical education programs.

- Under Ohio HB 119 (OCR 3314.087), 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 became 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.

- 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.” Since FY11, this approach was changed enabling community schools to work directly with consultants in the specific career field.

- In FY2012 community schools added 88 new CTE programs, an increase of 37% compared to FY11.
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 postsecondary (AWE and college) monitoring processes 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.
- 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 three career centers. Phase II began with a panel of experts to begin courses three and four (under development). The Office of CTE completed a review of the three pilot projects (involving over 100 students) enrolled in welding, engineering, and precision machining classes. The students gave positive feedback to the classes and learned more about manufacturing and engineering through the projects.

Supporting Family and Consumer Science programs.

- Over 8,000 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).
- Twenty GRADS teachers participated in weeklong curriculum writing and review with partners from Parents with prospects a curriculum provider from the UK.
- 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 and over two hundred and fifty teachers and supervisors attended. Major focus of the conference was sustainable foods, articulate agreements, financial literacy, technology, core competencies and college and career readiness skills.
- Professional development was delivered to over 700 FCS teachers through nine regional meetings, and an annual meeting. Eight teachers were new to the Teaching Professions program and attend training. As well as 75 Teaching Professions, teachers attended both a fall and winter meeting. GRADS teachers had an attendance of 75 for fall, spring and annual meetings each. Fifty Culinary teachers attended the ProStart fall meeting and thirty-five Lodging and Travel teachers attended a fall meeting and the Ohio Hotel and Lodging Conference in Cleveland.
- 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 from both the state and national levels.
- Approximately 25 programs in FCS had an articulated agreement for one or more high school FCS courses.

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 to 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 many other areas. Many business education programs developed partnerships with local credit unions to help students learn business and financial skills.
- 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 is seeking to increase the participation and possibly integrate the state robotics competition into the CTSO, SkillsUSA.

- 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. The Advisory Council participated in the standards update and will participate with the course/assessment development.

**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 1,228 applications for secondary WFD program approval submitted in FY2012, 1016 or 83% were approved. These included a POS with the potential for college transcripted and articulated credit no later than FY2013.

- On June 22, 2012 twelve secondary teachers from nine school districts participated in a discussion related to what is taught in the Arts and Communication (AC) and Information Technology (IT) career field programs. The five-hour meeting focused on similarities and differences in competencies within the AC Media Arts and IT Interactive Media pathways to inform teachers about their curriculum as well as the technical standards revision process. The IT standards were one of six being revised. The revision process for the Arts and Communication Career Field Technical Content standards, including in Media Arts, started at the beginning of FY2013. The plan is for all 16 career field standards to be course-based; the major reason is enhanced statewide articulation between secondary and postsecondary education. Determining what those courses should be and aligning assessments with them is part of the revision process. The following secondary schools/career centers were represented at the June 22, meeting; Alliance High School, Canton South High School, Glen Oak High School, Greene County Career Center, Lima Senior Progressive Academy, Miami Valley CTC, Parma City Schools, Springfield-Clark CTC and Stebbins High School.

- Other participants represented the Ohio Board of Regents, Columbus State Community College, Columbus College of Art and Design, the Center on Education and Training for Employment at The Ohio State University and 3 business partners, including Adobe Systems.

**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 an Entrepreneurship pathway in 2010 that will further prepare secondary students for postsecondary entrepreneurial studies. Entrepreneurship concepts continue 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.**

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

- AWE centers assessed potential students prior to entering a career training program. In FY12 AWE centers participated in a pilot with their ABLE provider partners to align systems so that ABLE students could logically and realistically move from academic to skill development and industry credential attainment. The pilots were a success, yet as with all pilot programs not every center was able to participate, thus results are not systemic. Reports of the pilots highlighted collaborative successes such as the one at Polaris Career Center with the ABLE students being advised and coached regarding credential options gave the AWE faculty increased involvement with ABLE students and gave the ABLE faculty increased knowledge and access to workforce instruction and opportunities.

- 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.

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 11 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 test 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.

- 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. Fifty-five 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. Fifty-five percent of the senior students earned the CTAG credit.
Accountability

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, FY2011 and FY2012:

<table>
<thead>
<tr>
<th></th>
<th>CTE Enrollment</th>
<th>FY09 CTE Participants</th>
<th>FY10 CTE Participants</th>
<th>FY11 CTE Participants</th>
<th>FY12 CTE Participants</th>
<th>% Change FY11 to FY12</th>
<th>FY09 CTE Conc.</th>
<th>FY10 CTE Conc.</th>
<th>FY11 CTE Conc.</th>
<th>FY12 CTE Conc.</th>
<th>% Change FY11 to FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>127,085</td>
<td>129,679</td>
<td>126,347</td>
<td>120,053</td>
<td>4.99%</td>
<td>32,747</td>
<td>32,332</td>
<td>32,387</td>
<td>32,355</td>
<td>-0.09%</td>
<td></td>
</tr>
<tr>
<td>Postsec.</td>
<td>105,725</td>
<td>118,343</td>
<td>125,049</td>
<td>123,203</td>
<td>1.48%</td>
<td>72,808</td>
<td>74,682</td>
<td>79,357</td>
<td>88,840</td>
<td>+11.49%</td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>17,557</td>
<td>18,422</td>
<td>17,564</td>
<td>15,761</td>
<td>-10.27%</td>
<td>17,137</td>
<td>18,044</td>
<td>17,212</td>
<td>14,831</td>
<td>-13.83%</td>
<td></td>
</tr>
</tbody>
</table>

- The Administrative Field Services Unit staff provided technical assistance during site visits on using CTE performance monitoring and tracking tools, along with the CTE EMIS reports, which helps LEAs monitor and track their performance data.
- Ohio’s K-12 and Higher Education statewide longitudinal data systems (SLDSs) were still not linked in FY2012. 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. Currently, CTE data management staff are involved in agency discussions about CTE elements to be contained in the SLDS.
- FY2012 data reporting by school districts ended on January 31, 2013 for CTE data. FY12 data was significantly delayed by unanticipated problems with the Education Management Information System (EMIS). Ohio requested and was granted an extension on the submission of the CAR and EDEN/Edfacts reports until February 4, 2013. Unfortunately, as of January 30, 2013, LEAs have not yet had the opportunity to report graduation data due to EMIS delays. Several indicators are based on data collected during the Graduate reporting period. The calculation of IS1, IS2, and 6S2 contained in this report are based on a proxy measure that we believe to be highly reliable and valid. We intend to update this report with final data once it has been collected.
- The next priority is to develop and publish the state FY2012 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.

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

- The 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 fifth annual Ohio Economic-Education Summit for local and state planning and implementation activities.
2. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

### Secondary
- In FY2012 of the 95 secondary CTE programs, there were state or industry assessments available for use in 58 of those programs. An additional 11 pathways had tests field tested.
- 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.

### 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.
- One hundred percent (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 – After conducting a state-wide study on assessments and credentials in FY2011, Ohio concluded that there are many challenges with developing state developed end-of-program assessments, as well as the collection of data specific to certifications, certificates, licensures, etc. Still, the Ohio Board of Regents diligently worked to capture information around third-party assessments, state licensures and the many certificate programs throughout the state by convening an agency group to establish a set of definitions to determine valid certificate and third-party credentials for data collection purposes.

### Adult Workforce Education (AWE)
- Adult Workforce Education providers delivered the necessary instruction for credential and certificate acquisition to upgrade, improve and/or generate new skill development for 9,134 adults who were concentrators who left Adult Workforce Education and were enrolled in full time training programs. Each was provided 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 84.84% employment placement rate. This statistic is impressive as it is still within Ohio’s time of recession and extremely slow economy.

3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

### Secondary
- Ohio does not need to develop a secondary program improvement plan, as state performance rates for all eight secondary indicators exceed 90% of state targets. FY2012 results include:
- Ohio met 90%, but not 100%, of the target for 5S1. Both involvement in employment and apprenticeship increased in FY2012, and entrance into the military remained steady. Ohio saw a drop in postsecondary enrollment in FY2012, as compared to FY2011.

<table>
<thead>
<tr>
<th>SECONDARY – FY2012</th>
<th>Target</th>
<th>Actual Performance</th>
<th>Met Target?</th>
<th>Met 90%?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1S1</strong> Academic Attainment—Reading/LA</td>
<td>93.60%</td>
<td>94.95%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>1S2</strong> Academic Attainment—Mathematics</td>
<td>92.31%</td>
<td>94.19%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>2S1</strong> Technical Skill Attainment</td>
<td>68.00%</td>
<td>72.45%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>3S1</strong> School Completion</td>
<td>95.00%</td>
<td>98.78%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>4S1</strong> Student Graduation Rates</td>
<td>82.40%</td>
<td>98.77%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>5S1</strong> Placement</td>
<td>88.25%</td>
<td>86.56%</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>6S1</strong> Nontraditional Participation</td>
<td>20.75%</td>
<td>30.99%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>6S2</strong> Nontraditional Completion</td>
<td>17.75%</td>
<td>24.76%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Postsecondary**

- Ohio’s FY2012 Postsecondary Performance Report will be published on the Ohio Board of Regents Perkins website. 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 4P1, 5P1, and 5P2 and met 90% of the state target for 1P1, 2P1 and 3P1. FY2012 results include:

<table>
<thead>
<tr>
<th>POSTSECONDARY – FY2012</th>
<th>Target</th>
<th>Actual Performance</th>
<th>Met Target?</th>
<th>Met 90%?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Technical Skill Attainment</td>
<td>76.50</td>
<td>73.45</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2P1 Credential, Certificate, or Degree</td>
<td>44.50</td>
<td>40.95</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>3P1 Student Retention or Transfer</td>
<td>69.00</td>
<td>66.74</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4P1 Student Placement</td>
<td>77.00</td>
<td>78.14</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5P1 Nontraditional Participation</td>
<td>23.00</td>
<td>23.79</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5P2 Nontraditional Completion</td>
<td>21.00</td>
<td>21.35</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Adult workforce education (AWE)**

- The state AWE Performance Report is published on the Board of Regents website. The report contains enrollment data, performance results (including for Perkins student subgroups), state targets and whether 90% of targets were met.
- This year, for the first time, AWE must submit a performance improvement plan as the target for non-traditional participation was not met statewide. There are twelve districts that did not meet this measure causing the state to miss the target.
- FY2012 results include:

<table>
<thead>
<tr>
<th>ADULT-FY2012</th>
<th>Target</th>
<th>Actual Performance</th>
<th>Met Target?</th>
<th>Met 90%?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A1 Technical Skill Attainment</td>
<td>91.00%</td>
<td>92.11%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2A1 Credential, Certificate, or Degree</td>
<td>68.50%</td>
<td>70.90%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3A1 Student Retention or Transfer</td>
<td>83.00%</td>
<td>89.33%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4A1 Student Placement</td>
<td>80.00%</td>
<td>85.08%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5A1 Nontraditional Participation</td>
<td>10.20%</td>
<td>9.11%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>5A2 Nontraditional Completion</td>
<td>9.50%</td>
<td>9.15%</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- Meeting nontraditional participation performance targets coupled with strengthening efforts to meet the target in completion are the focus of improvement activities. In order to accomplish this goal, the Board of Regents will seek additional Perkins funds that support professional development for LEAs. Strategies will include:
  - Researching and providing web-based resources for reference, information and locally delivered activities.
  - Providing mandatory statewide workshops on non-traditional recruitment and participation.
  - Incorporating non-traditional presentations and workshops into conference programming for instructional staff.
  - Requiring that local performance improvement plans be tied to the local yearly plans for Perkins funds so that district funds are budgeted to strengthen non-traditional participation.
  - Providing on-site technical assistance to LEAs in meeting the non-traditional performance measures.
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 FY2012 local target. A plan must include an analysis of the data; identification of a strategy and action steps that will be taken in FY2013 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 (FY2011 and FY2012), and not making progress in FY2012, 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 FY2013 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.
- Two secondary and two postsecondary sub recipients did not meet the local target for the same indicator for three consecutive years (FY2010, FY2011, and FY2012). 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 address the specific challenges faced by these sub recipients.

Secondary

- After completion of the FY2012 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, 39 did not meet 90% of the local target for at least one indicator in FY2012 (range of 1-3 indicators not met), so they must submit performance improvement plans. Seven (7) did not meet 90% of the target for the same indicator in both FY2011 and FY2012; two (2) of these did not make progress in FY2012.
- Significantly more sub recipients missed their targets in FY2012 than in FY2011, especially for 2S1 and 5S1. Due to unanticipated EMIS problems with collecting FY2012 data, LEAs had significantly less time to report their data and significantly fewer opportunities to validate their data. This may have affected the quality of the data. Additionally, many sub recipients who missed their targets had very large increases in their targets from FY2011 to FY2012.
- Analysis of secondary local targets not met, by indicator:

<table>
<thead>
<tr>
<th>SECONDARY Local Targets Not Met</th>
<th>1S1</th>
<th>1S2</th>
<th>2S1</th>
<th>3S1</th>
<th>4S1</th>
<th>5S1</th>
<th>6S1</th>
<th>6S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of locals not meeting 90% of local target in FY2009</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2010</td>
<td>1</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2011</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2012</td>
<td>1</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target for the same indicator in both FY2011 &amp; FY2012</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Of those not meeting 90% of local target in both</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### Postsecondary

- The FY2012 local Perkins College Performance Reports will be published on the OBR Perkins website in January 2013. 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 21 college sub recipients, 12 did not meet 90% of the local target for at least one indicator in FY2012 (range of 1-3 indicators not met), so they must submit performance improvement plans. Credential, Certificate or Degree (2P1) was the most challenging.

#### Analysis of Postsecondary local targets not met, by indicator:

<table>
<thead>
<tr>
<th>POSTSECONDARY – Local Targets Not Met</th>
<th>1P1</th>
<th>2P1</th>
<th>3P1</th>
<th>4P1</th>
<th>5P1</th>
<th>5P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of locals not meeting 90% of local target in FY2009</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2011</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2012</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target for the same indicator in both FY2011 &amp; FY2012</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Of those not meeting 90% of local target in both FY2011 &amp; FY2012, number of locals NOT making progress</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target for the same indicator for three years – FY2010, FY2011 &amp; FY2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Adult workforce education (AWE)

- The FY2012 local Adult Workforce Education Performance Reports are published on the Board of Regents website. 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 FY2012 (28 in FY2011 and 29 in FY2010). Twelve (12) did not meet 90% of the local target for at least one indicator in FY2012, so each must submit a performance improvement plan. Four (4) did not meet 90% of the target for the same indicator in both FY2011 and FY2012, but two (2) of those made progress in FY2012. Nontraditional Participation (5A1) and Nontraditional Completion (5A2) continue to be the most challenging indicators.

### Analysis of Adult local targets not met, by indicator:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of locals not meeting 90% of local target in FY2009</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2010</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2011</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target in FY2012</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target for the same indicator in both FY2011 &amp; FY2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Of those not meeting 90% of local target in both FY2011 &amp; FY2012, number of locals NOT making progress</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of locals not meeting 90% of local target for the same indicator for three years – FY2010, FY2011 &amp; FY2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>