

Consolidated Annual Report, Program Year 2012 - 2013

Ohio

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

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 website.

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 tests were maintained as a part of Ohio's Career-Technical Education State Technical Testing System and through ongoing item analysis by the Center on Education and Training for Employment at The Ohio State University. The system benefited from continuous improvement to hardware and software needed to run the test administration and reporting program.

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 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 to be completed in FY2013.

In FY2013, the Board of Regents approved 73 new technical credential programs in health and industrial and engineering technologies.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary

During FY13, Ohio used Perkins funds to support two data management staff members. These staff members worked on improving career-technical education data by clarifying and improving reporting instructions, improving data reporting options for school districts, and providing professional development opportunities for administrators and data reporters throughout Ohio.

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Ohio

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career 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 career-technical education program performance, current courses of study that implement statewide standards and Program of Study implementation progress.

Approximately 50 percent (11/21) of postsecondary campuses were monitored for compliance with Perkins regulations. This comprehensive process included verification of use of required and permissible funds through the review of essential evidence, including annual stakeholder meetings with business/industry, educators, etc., to assess local program performances. In addition, all 23 participating colleges received a technical site visit.

The Ohio Department of Education and Ohio Board of Regents continued to work with the state-funded Tech Prep Regional Centers that assist in the development of bilateral agreements between secondary career technical schools and postsecondary institutions. Perkins 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 department of education's career field technical content standards.

Eight postsecondary adult workforce centers were scheduled for monitoring for compliance in FY13 according to Ohio's Perkins State Plan. The comprehensive process included verification of annual stakeholder meetings with (business/industry, educators and advisory committee members to assess local program performances. Canton City, Apollo Career Center, and Columbiana County Career Centers were monitored for compliance through self-assessment, desk and phone audits and onsite monitoring. The remaining centers, C-TEC of Licking County, Columbus City, Cuyahoga Valley and the two consortia, Four County and Butler Technology submitted self-assessments and had desk, phone and onsite technical assistance visits.

All state-level Perkins monitoring and performance documents were thoroughly reviewed, updated, posted on the Ohio Department of Education website. This included the Performance Calculations, Indicators of Performance Master Document, Performance Reports and Target Worksheets.

All postsecondary adult workforce monitoring and performance documents were thoroughly reviewed, updated posted on the Ohio Higher Ed website. These included the Performance Calculations, Indicators of Performance Master Document, Self-Assessment Monitoring documents, Performance Reports and Target Worksheets.

All new postsecondary adult programs were approved through a Web-based application process that included components similar to that required by the U.S. Department of Education approved institutional accrediting entities, as well as state requirements for workforce programming.

The Board of Regents committee that discussed adult performance funding in FY2012 continued their discussions throughout FY2013. This committee is composed of the technical center superintendents, treasurers and Ohio Technical Center directors. Performance-based funding will not be a part of the funding formula until certain decisions are made. In FY2013, this committee focused on the costs of Ohio Technical Center programs compared to those of the community colleges. The treasurers on the committee worked diligently to develop a formula by which consistent cataloging of expenses can be made by the 56 treasurers. A total of 13 treasurers from rural, suburban and urban technical centers provided data to test the methodology. Results of program costs demonstrated that technical center costs mirrored comparable programs in community colleges.

FY2013 was the final year for the Adult Workforce Education Data Reporting System for the system used by the 56 career centers. Throughout the year, adult workforce education staff worked with the ORNet Center to define the business rules for a new and expanded reporting system.

Ohio High Schools That Work/Making Middle Grades Work had three schools recognized at the 2013 National High Schools That Work/Making Middle Grades Work Summer Conference. Bloom-Carroll High School, Carroll, received the award for best performance and implementation of the High Schools That Work model at a high school. Trumbull County Career Technology Center, Warren, received the award for best performance and implementation of the High Schools That Work model at a career technical center. The award for the best performance and implementation of the Making Middle Grades Work model for a middle grades school went to Van Wert Middle School, Van Wert. The awards of recognition and achievement are a process of acknowledgment through the Southern Regional Education Board.

While a third year of a statewide survey was planned for the adult workforce education centers in FY2013, it was postponed due to the centers being heavily engaged in seeking a new institutional accreditor and working through applications and self-studies. With the adult directors, it was agreed to delay the third survey. This fiscal year, all the adult career centers had to decide upon and apply for institutional accreditation. There were two choices for accreditation for non-credit institutions and the institutions were split between applying to the Council on Occupational Education and the Accrediting Commission of Career Schools and Colleges. The Board of Regents contracted with an individual to coach, mentor, provide assistance, review documents and keep all centers on a tight timeline in order for them to host peer review teams and meet the accreditation deadlines. This process is working well with centers on the way to new accreditation. The statewide survey is scheduled to resume in the spring.

2. During the reporting year, how did your state develop, approve, or expand 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 secondary, AWE and colleges were in compliance with Perkins IV regulations.

Professional development opportunities that included technology were held in the fall and spring at the Postsecondary Adult Career Education (PACE) conferences. Each of these conferences provided professional development for administrators and instructors. Moreover, each conference was planned to improve the performance and efficiency of the OTC system.

Individualized and targeted professional development was provided to six new postsecondary adult administrators at Auburn Career Center, Canton City Schools, EHOVE, Gallia-Jackson-Vinton, Greene County and Scioto County. This was accomplished through phone and on-site technical assistance with each new director.

Four new and emerging OTC directors completed the Byrl Shoemaker Leadership Institute through the Ohio ACTE. These four directors are prepared and anticipated to assume additional leadership roles within postsecondary adult administration and the Ohio Association of CTE.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Throughout the year, five regional meetings were held in each of the four regions of the state. These meetings were planned and led by a local postsecondary adult administrator who scheduled and coordinated the meetings. These meetings included Perkins updates and assistance to further thinking and understanding of Perkins funding and compliance.

The postsecondary adult distribution list is the main mechanism to foster communication and collaboration amongst administrators. Much of the items distributed consist of webinar information for such entities as LERN, the National Manufacturers Association, various energy consortia, employer entities, etc. This distribution list also is a vehicle for questions and sharing of resources, best and tested practices, queries and job postings among directors. Various reports from organizations such as Lumina, Complete College America, Georgetown University, JFF, CLASP and were shared widely and contribute greatly to professional knowledge and development.

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 topic. In addition, two OCTA Conferences held during FY2013 provided administrator-targeted workshops on integrating technology into instruction and using iPads to facilitate instruction and streamline administrative tasks.

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 the Kalahari Conference Center, Sandusky, with almost 400 participants as part of ongoing professional development. In addition, 185 teachers were trained in 10 PLTW courses as part of their initial course specific training. Middle school instructors are now receiving professional development for Gateway to Technology, a middle school (PLTW) pre-engineering program. Ohio has 146 school districts participating in PLTW, with 41 new programs signed up in 2012-13 school year.

Two statewide informational meetings and one new coordinators' training were conducted for post-secondary campuses' professional development. New coordinators were informed of applicable rules, federal and state funding guidelines, accountability and performance requirements, and were provided a new coordinators' handbook.

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 institutions operationalized online Perkins mailings, reports, PDF documents, etc.

In collaboration with Sinclair Community College, ODE provided professional development for both adult and secondary teachers in the growing and high demand field of Supply Chain Management. Faculty visited logistics businesses, heard from the industry through a high-level panel, and created projects for classroom implementation.

HSTW/MMGW provided 109 professional development sessions (54 for high school & career tech centers, 56 for middle grades).

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 CTOS 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. CTE is aligning the new standards to the CTSO competition competencies.

The office of CTE planned and conducted the Ohio DECA Fall Leadership Conference. Approximately 1800 students and adult members attended the Fall Conference. Varieties of focused leadership training sessions were conducted and new state officers were elected. In addition, planned and hosted two Ohio DECA Executive Council planning and advisory meetings.

4. During the reporting year, how did your state provide 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?

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 were created and 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.

Participation of non-traditional students continues to be challenging for postsecondary adult education and the fifty-five Ohio Technical Centers. Centers not meeting non-traditional participation numbered twelve; two did not meet the performance measure for the second year, one missed the target for the third year and one missed the target for the fourth year. After three years of missed targets in non-traditional participation and due to the diligence of the administration, faculty and staff to improve conditions, Scioto County Career Center met performance in both areas in FY13. Scioto County worked with an equity consultant throughout the year to increase performance. It was an intensive and comprehensive effort by the administration to improve.

Completion of non-traditional students is equally challenging for Ohio. During this year, 10 centers failed to meet negotiated performance measures; one missed the target for the second year; one missed the target for the third year and one missed the target for the fourth year.

Performance Improvement Plans were filed by each institution for each performance measure missed. Severe and prescriptive sanctions were imposed upon the institutions missing three or four years consecutively. Buckeye Career Center, Carroll, Ohio while in the fourth year of not meeting either participation or performance was severely sanctioned and was required to submit all documentation of attempted improvement; work with a National Alliance for Partnership in Equity (NAPE) consultant to assess, improve and target all programs for non-traditional participation and completion strategies.

In May, the LERN organization provided a mandatory education and training session for all postsecondary adult centers and community colleges that did not meet performance in non-traditional participation and completion. Over 60 administrators, counselors and faculty participated in this training that incorporated the concepts of Social History and the Evolution of Gender Roles in Occupational Choice, economic prosperity and occupational choice, the state of traditional gender occupational studies in 2013, how females learn, how males learn, creating marketing messages, targeting the genders, mentoring, cohorts, word of mouth and Facebook, testimonials, advisory groups, outreach programs, briefing high school counselors and other possibilities. Evaluations of the training indicated that while the information was not “new or revolutionary”, it was helpful in moving forward to improve strategies and local efforts.

Ohio had twelve career-technical planning districts failing to meet nontraditional enrollment performance targets. In an effort to improve, Ohio participated in a gender equity project with eight districts, which were provided training and technical assistance in developing and implementing research- and evidence-based strategies to increase the participation, retention, and program completion of students in their nontraditional programs. The curriculum and tools used were from the STEM Equity Pipeline, a suite of professional development programs of the National Alliance for Partnerships in Equity (NAPE). Following discussion of a need to drive this initiative down to earlier students, the project continues in FY2014 with both middle and high school emphasis.

The Office of CTE provided funding and leadership that enabled the development of activities in a collaboration with 11 Ohio colleges and universities to engage girls in the traditionally male-dominated field of Information Technology and STEM. This statewide activity is known as “We Are STEM” day.

Districts operating career based intervention and job training coordinating programs fully implemented content standards focused on employability skills, 21st Century Skills, and social emotional development.

Hilliard Davidson High School, Hilliard, OH, just outside Columbus has offered PLTW courses for many years, but the Engineering Instructor noticed a disturbing trend: only 8-10% of the students enrolled were female and they had a tough time retaining students in the track. In response, they started an all-girls section of the introductory course—Introduction to Engineering Design—and they are having huge success! After the first year of offering the all-girls section, PLTW at Hilliard Davidson went from eight to 18 girls, and then from 18 to more than 30. Today, of the freshmen students enrolled in PLTW, 40% are female. Once in the class, the girls have excelled, scoring higher than their male peers on end-of-course assessment testing.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

A review of the annual plans for this specific required use of funds and a review of the monitoring documents confirms commonalities across institutions in the approach to programs for special populations. All eligible Perkins postsecondary adult institutions must have comprehensive student support systems that include career guidance and counseling services, vocational assessment, job placement, financial aid, assessment services and linkage to adult basic education. Specific assessments and intensive career guidance are methods used for appropriate placement into programs. To achieve student success and retention and to achieve negotiated performance measures, administrators implemented such measures as study sessions, open computer laboratories for additional work, coaching sessions, mentors and the like.

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 were created and 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.

The office of CTE also continued supporting intensive career and academic counseling for adult workforce education special populations by financial aid coordinators that helped students with funding assistance and financial planning and transitions coordinators who helped students transition from secondary to postsecondary education and work.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The Board of Regents postsecondary adult staff was heavily engaged throughout the year in technical assistance to recipients and to the design and business rules required for the development of a new Higher Education Information Data System designed to capture certificate and credential reporting as well as all performance from the Ohio Technical Centers. Bi-weekly planning and development sessions were held with Board of Regents, OH-TECH staff and system designers to build this massive system for data collection and reporting. Initial testing began in FY2013 with the system in place and was open for data submission at the end of the fiscal year.

Graduation, Reality And Dual-role Skills (GRADS), an in school instructional and intervention program for pregnant and parenting students, served more than 2,894 students, including 839 males. A partnership with Parents with Prospects a curriculum source from the United Kingdom was established.

More than 200 teachers and supervisors participated in webinars and conference calls related to Family and consumer sciences. There were two mandatory meetings for instructors in Teaching Professions with 99 percent attendance. There were fall and spring statewide meetings for educators with Graduation, Reality And Dual-role Skills, Early Childhood Education and Teaching Professions plus one fall meeting for family and consumer sciences and workforce development supervisors.

The Office of Career-Technical Education had an active leadership role assisting the Ohio Association of Teachers of Family and Consumer Sciences with planning and implementing the summer conference. Family and consumer sciences teachers held their annual summer conference and 300 teachers and supervisors attended. Topics covered at the conference included technology, sustainable foods, articulated agreements, financial literacy and college-and career-readiness skills.

Ohio Career Information System/ Individual Academic and Career Plan provided training/professional development to over 1,140 educators through 23 regional sessions; 12 webinar sessions; and approximately three conference breakout sessions with an average of 30 participants per session.

For the sixth year, the office 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 VI was to stimulate further alignment of secondary workforce development programs – start-ups or enhancements – with economic needs.

The Office of Career-Technical Education provided technical assistance presentations for the American Association of Colleges for Teacher Education (AACTE) and its divisions, the Ohio Career-Technical Administrators and the Ohio Association of Family and Consumer Science Teachers (OAF CST).

The Administrative Field Services unit at the Ohio Department of Education provided assistance to all career technical planning districts, adult workforce education providers, 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. Additional onsite meetings for the primary purpose of individual compliance monitoring also incorporated targeted technical assistance. Topics covered included Programs of Study 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 onsite work sessions led by Administrative Field Services' staff on data reporting, evaluation of results and strategies for improvement of indicators, such as student academic and technical achievement, placement, graduation, nontraditional student participation/completion and overall program performance. A collaborative effort of the Ohio Department of Education and Ohio Board of Regents extended similar assistance to adult workforce education and community college recipients.

SkillsUSA Ohio (27,967 members) – The state competition engaged 2,600 students in 85 events judged by 452 business/industry partners. Of those, 168 competitors qualified for nationals. SkillsUSA Ohio students earned 39 gold, silver or bronze medals at the national event. One Ohio student was elected as a national officer. Five programs received the Presidential Volunteer Service Award. In FY2013, Ohio had an international presence as two students competed in the SkillsAmerica's Competition in Soa Paulo, Brazil and three students competed in the WorldSkills Competition in Leipzig, Germany.

Ohio continued to follow the approved Memorandum of Understanding by conducting onsite monitoring visits during the 2012-2013 school years at three career-technical planning districts, one community college and one correctional institution. Ohio's Memorandum of Understanding coordinator attended the annual Memorandum of Understanding conference sponsored by United States Department of Education and the Office for Civil Rights in St. Paul, MN. The Memorandum of Understanding coordinator provided six presentations on civil rights to career-tech administrators, teachers and community college leaders.

The Performance, Data and Accountability unit at the Ohio Department of Education provided information on career-technical education accountability and data reporting. The unit participated in following conferences:

- Autumn and spring conferences for 650 school district personnel who report accountability data in the Education Management Information System;

- A spring conference for 125 regional Information Technology Center staff;

- Autumn and spring conferences for 200 local career-tech leaders;

- Autumn and spring workshops for administrators new to career-technical education; and

- Four regional meetings for career-technical education superintendents and directors.

It also collaborated with the Administrative Field Services Unit staff to develop technical assistance processes on using EMIS reports to understand, monitor and track performance.

A career-tech consultant provided direction and leadership for the 14th 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. Ohio High Schools That Work/Making Middle Grades Work provided 24 technical assistance visits to member schools to assist with conducting the Ohio High Schools that Work Site Review Process. The site review process is a self-reflection and review of the strengths and challenges that a high school, career center or middle grades school has in meeting the expectations of Ohio report cards and increasing student performance and graduation rates.

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 Career-Technical Education sponsored the sixth annual Ohio Economic-Education Summit with a focus on business/industry technology and education partnerships to improve the economy. Nearly 400 educators and business/industry representatives participated.

The Office of College & Career Transitions at the Ohio Board of Regents provided assistance to all 23 campuses through paper, telephone, email and face-to-face channels, including 23 technical assistance visits, two statewide meetings, a new coordinators' workshop and several conference calls and webinars to discuss Perkins compliance, performance, accountability and monitoring.

The office had an active leadership role assisting the Ohio Association of Agriculture Educators and The Ohio State University with planning and implementing the summer conference for agricultural education instructors. Agricultural education instructors held their annual summer conference with 150 teachers and supervisors attending. The major focuses of the conference included technology, sustainable agriculture, bioenergy, agricultural industrial power and record keeping skills.

The Agricultural Education Unit again held 20 district meetings, five pathway meetings, one Agricultural Experience Tracker training workshop and three meetings serving teachers with one to three years teaching experience (Teacher Induction Program).

Ohio FFA (23,115 members) – Forty-two state career development events throughout the year engaged 8,704 students judged by business/industry partners. Of those, 23 career development event teams qualified for nationals. Ten of the 23 career development event teams finished in the top 10 at the national competitions with one team taking top honors in the nation.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

497346.81

Number of students participating in Perkins CTE programs in state correctional institutions:

6600

Describe the CTE services and activities carried out in state correctional 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. This funding amounted to an allocation of \$497,346.81. The amount allocated to the Ohio Department of Youth Services was \$248,673.40, while the allocation to the Ohio Department of Rehabilitation and Correction was \$248,673.41. Of these allocations, the Department of Youth Services spent \$234,483.55, or 94% of the allocation. The Department of Rehabilitation and Correction spend \$228,895.54, or 92% of the allocation.

The students served in the correctional settings were all participants, rather than concentrators. All programs offered consist of single courses, rather than programs. The single course model is the best way to deliver services to the maximum number of students, while providing the students with marketable skills that maximize their chances of remaining law-abiding, employed citizens after release. The number of students served in the Ohio Department of Youth Services during FY2013 was 1101. The number of students served in the Ohio Department of Rehabilitation and Correction was 6600, of which 485 were secondary and 6115 were post-secondary.

Services and activities provided in the Department of Youth Services included Career-Based Intervention courses in all facilities, as well as Administrative Office Technology (under the Business and Administrative Services career field.) Other courses offered include Visual Design and Imaging (under Arts and Communication), Carpentry (under Construction Technologies), Horticulture (under Agricultural and Environmental Systems), Auto Specialization (Transportation Systems) and Healthy Living/Career Search (Family and Consumer Sciences.)

Services and activities provided in the Department of Rehabilitation and Correction span a wide range of courses. In the adult education portion, classes are nearly equally divided between one-year Career Development and five to ten-week Career Enhancement courses. Both types of classes have been proven to provide graduates with valuable credentials, including Ohio Safety & Health Administration (OSHA) cards. Classes are provided in 24 adult prisons, with 90 programs offered. The programs cover the following career fields: Agricultural and Environmental Systems, Arts and Communication, Business and Administrative Services, Construction Technologies, Human Services, Information Technology, Manufacturing, and Transportation Systems.

Postsecondary adult programs serve 1260 men and women in 25 Ohio correctional facilities. These programs are evaluated on measures that include attendance, program completion, textbook currency, non-traditional participation and service to special needs students. Specific Perkins performance measures are difficult to gather from the corrections facilities due to the confidentiality of those incarcerated and the inability to follow-up. The Ohio Board of Regents postsecondary adult staff members work cooperatively with the Ohio Department of Rehabilitation and Corrections to implement programming.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

497346.81

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

570

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The number of Students With Disabilities (SWD) served in career technical programs was 570. Of this number, 554 were served in the Ohio Department of Youth Services CTE programs, and 16 were served in Ohio Department of Rehabilitation and Correction programs.

The CTE services and activities carried out in institutions serving Students With Disabilities were nearly the same as those provided to non-disabled students. The difference for SWD is that programs were provided with accommodations indicated in each SWD's Individual Education Program (IEP.)

The amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities has not been specified. There is no Perkins money specified for CTE special education purposes. The school districts in both the adult and youth correctional agencies receive federal IDEA money, some of which is spent in career technical programs.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Under Ohio House Bill 119 (Ohio Revised Code 3314.087), Ohio secondary students served by charter/community schools have access to services provided by the Ohio Career-Technical Education delivery structure of career technical planning districts. The Office of Career-Technical Education continued providing assistance to community schools through communication distributed in Ohio Department of Education's newsletter to community schools, as well as fiscal and compliance guidance related to career-tech-funded programs within 83 community schools.

Career-tech consultants provided direct assistance to all charter/community schools interested in initiating or continuing to operate an existing career-tech 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 career-technical education program, the consultant worked with the school to assist them in understanding all the 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.

Prior to FY2011, all community school inquiries went through one centralized person along with documentation via an "educational plan." From FY2011 to present, this approach was changed, enabling community schools to work directly with consultants in the specific career fields.

In FY2013 community schools added 34 new career-technical education programs, an increase of 10 percent compared to FY2012.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Over 10,000 Family and Consumer Science 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 Career-Technical Education had an active leadership role assisting the Ohio Association of Teachers of Family and Consumer Sciences with planning and implementing the summer conference. Family and Consumer Science teachers held their annual summer conference and more than 300 teachers and supervisors attended. Topics discussed at the conference included sustainable foods, articulate agreements, financial literacy, technology, core competencies, the teacher evaluation system, workplace skills and college- and career-readiness skills.

Professional development was delivered to over 700 FCS teachers through ten regional meetings, and an annual meeting. Eleven 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 60 for fall, spring and annual meetings each. Fifty Culinary teachers attended the ProStart fall meeting and twenty-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 35 programs in FCS had an articulated agreement for one or more high school FCS courses.

Ten schools are awarding Health credit for the Healthy Living course.

Thirty Culinary Arts teachers, fifty GRADS teachers, thirty middle school Family and Consumer Sciences teachers and fifty high school Family and Consumer Sciences teachers met in the spring and summer to develop assessment items for teachers to use with the student growth measures.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

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.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Each eligible Perkins Adult Workforce Education center is required to have a linkage/partnership with an adult basic program to ensure that all students have the requisite academic knowledge and skills to successfully complete a workforce training program. This partnership is longstanding and leads to the success of all adults in workforce training. Based on the results of ACT/WorkKeys testing, adults not meeting the optimal levels that correspond to those of the training program are referred to adult basic programs to build skills prior to or as part of the skills training.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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. The new Programs of Study requirements extend, at a minimum, from grades 7-14 for 2013, which included both academic and technical coursework that culminates in postsecondary articulated credit and industry-recognized credentials. Over 300 new program applications were processed as the career technical planning districts worked to ensure that all Ohio career-technical education programs will be operating with an approved Program of Study in 2013.

The office of Career-Technical Education finished work with the Ohio Department of Aging, Ohio Board of Regents and the Ohio Department of Health on the national grant-funded project through the Ohio Department of Job and Family Services for direct care workers. Work began in FY2013 on an accompanying assessment through The Ohio State University, Center on Education and Training for Employment.

Ohio continued promoting STEM curriculum through Project Lead The Way 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. Project Lead the Way went to stanines scores and Ohio is in the process of establishing a stanine 4 as the "norm" for passing. There also will be state end-of-course exams, which will help to prepare Project Lead the Way students for the national assessment. Over 3,100 Ohio students were eligible for advanced college credit based on this parameter.

In FY2013, the Ohio student passage rate on all Project Lead the Way exams was 88 percent with over 8,300 students testing. Nationally, Project Lead the Way students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics and 10 points in science. Ohio also is the largest state supporting High School of Business, and Ohio students were very successful in placing in the top three in related national exams.

The social studies, business and Family Consumer Science 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.

Ohio served more than 15,200 students through Project Lead the Way 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 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.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Since FY2009 when adult workforce education staff transferred to the Ohio Board of Regents, Perkins monitoring, technical assistance and plan approvals have been shared responsibilities between both agencies' staff members. This approach has worked well and continued into FY2013 as the Regents' staff integrated postsecondary Perkins programs and services into the goals of the University System of Ohio.

Postsecondary Adult Career Education, a section of Ohio ACTE includes postsecondary adult staff from the Ohio Board of Regents as liaisons. As a group, Postsecondary Adult Career Education plans, promotes and presents conferences in the spring and fall each year focusing on standards, skills and curriculum.

The Office of Career-Technical Education was a partner for a student collaborative project; for a legislative seminar, among other projects, with the Ohio Association of Career and Technical Education; and for multiple activities of five career-technical student organizations. The office also worked on initiatives/projects with numerous business/industry partners and collaborated with the Ohio Police Officers Training Academy and Ohio Department of Public Safety to update the Emergency Medical Tele-communicator training. This training is on hold until the governor's office appoints a committee to implement House Bill 509 on Emergency Service.

The office collaborated with the governor's office, Ohio Department of Development, Ohio Board of Regents, Ohio Department of Job and Family Services, Ohio ACTE, BioOhio, JobsOhio and local career-technical leadership to plan and implement the sixth 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. Nearly 400 educators and business/industry representatives participated.

The Business, Technology and Arts (BTA) unit revised the Information Technology Career Field Content Standards during FY2013. The new standards will be used to develop a course-based delivery structure through four distinct IT pathways. The standards also will be used to develop end-of-course technical assessments for secondary IT programs during FY2014, the results of which will be used to inform Ohio's Technical Skill Attainment performance (2S1). The unit also started the process of revising standards for three pathways in the Arts and Communication Career Field. More than 100 representatives from The Ohio State University, business/industry and from secondary and postsecondary education participated in the futuring discussions, drafting, editing and validation of the new standards documents.

The Office of Career Technical Education began work on updating Career Field Technical Content Standards for Manufacturing Technologies, Information Technology, Construction Technologies, Transportation Systems, Health Science, 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 Industrial & Engineer Unit established industry advisory councils for each career field to assist in the standard updates and provide advice on industry trends, skill needs and credentials.

The office 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's Industrial & Engineer Unit helped to continue the Second Ohio Manufacturing Month, along with the National Manufacturing Day (Oct. 5). More than 30 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 Career-Technical Education in collaboration with Sinclair Community College continued the local advisory councils for all Project Lead the Way programs and maintained a state level 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 about the programs, and working with other Ohio groups to support and promote Project Lead the Way 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.

The Ohio Department of Education, Ohio Association for Supervisors and Curriculum Directors and Ohio High Schools That Work sponsored the 14th Annual Ohio School Improvement Institute. More than 330 educators participated. Ohio High Schools That Work/Making Middle Grades Work initiated training and support for the Literacy Design Collaborative and the Math Design Collaborative for interested schools that are members of the Ohio network. Ohio sent 157 educators to the Pre-conference for Common Core State Standards Literacy Design Collaborative and Mathematics Design Collaborative Strategies. Ohio High Schools That Work is working collaboratively with the Battelle Institute for the expansion of trainers of Literacy Design Collaborative & Mathematics Design Collaborative at high schools and middle grades schools across the four High Schools That Work regions.

The office 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 Agricultural and Environmental Systems Career Field Service Unit. The database includes more than 100 experts from industry and education participating in futuring panels and content standard development.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Project Lead The Way 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 Office of Career Technical Education contributed to a collaborative of multiple Ohio, state-level agencies to identify opportunities for expanding career guidance and academic counseling services to students in grades 7-12.

The Ohio Career Information System, an Internet-based academic and career development tool including an Individual Academic and Career Plan component, had approximately 1,200 subscribing sites; with 1,059,184 total logins. Nearly half of those were portfolio logins. The number of portfolios increased by 111,115 to a total of 573,525. More than 95,000 portfolios showed evidence of updating or initiating an Individual Academic and Career Plan.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The Ohio Department of Education and Board of Regents 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. Board of Regents' 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 FY2014.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Ohio's Programs of Study 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. It also includes middle school and the new courses for six career fields.

The Ohio Board of Regents Transfer Assurance Guides process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs—state funding supported the process. The Ohio Board of Regents plans to issue over 70 new Transfer Assurance Guides for secondary credit transfer.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

SkillsUSA Ohio (27,967 members) – The state competition engaged 2,600 students in 85 events judged by 452 business/industry partners. Of those, 168 competitors qualified for nationals. SkillsUSA Ohio students earned 39 gold, silver or bronze medals at the national event. One Ohio students was elected as a national officer. Five programs received the Presidential Volunteer Service Award. Two students competed in the SkillsAmerica's Competition in Soa Paulo, Brazil and three students competed in the WorldSkills Competition in Leipzig Germany.

Ohio DECA (4,510 members) – The 2013 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 Anaheim, California. Ohio DECA students brought home 22 awards among the top ten competition categories, achieving the third highest number of points in the nation.

Business Professionals of America, Ohio Association (7,004 members). – The State Leadership Conference, March 14-15, 2013, engaged 2,050 competitors and 300 teacher advisors. Five hundred eighty-five student competitors qualified for the national competition. At the National Leadership in Orlando, 65 Ohio competitors placed in the top 10, with seven being awarded first place, 10 second place, and five third-place winners. The Batavia High School chapter was recognized as the school with the highest contribution to Special Olympics (\$7,016) and for the highest number of service learning hours.

At the Fall Leadership Conference, Nov. 21, 2013, 1,340 participants chose four leadership development workshops for the 16 scheduled choices.

(Ohio FFA (23,115 members) – More than 6,000 students participated in 72 events judged by over 200 business/industry representatives during the Annual Ohio FFA Convention. More than 400 members were determined eligible to compete nationally.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

The secondary and postsecondary (Adult Workforce Education 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 participated in an agency-wide web migration project to improve customer use and understanding of information on the site. The reorganization continues in FY2014.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

As a continual effort to collaborate with business, Career-technical education 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 experiences. These reports are essential 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, the Office of Career-Technical Education again offered two Summer Institutes for high school students in the areas of specialty welding and automation robotics. Over 75 high school students participated in the institutes. The Industrial & Engineer Unit is seeking to increase the participation and possibly integrate the state robotics competition into the Career Technical Student Organization, SkillsUSA.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

The Office of Career-Technical Education funded programs in entrepreneurship and required that entrepreneurship be integrated in all career-tech programs. Entrepreneurship programs require critical thinking, extensive teamwork and creativity – cornerstones of 21st century learning. The office also created a set on content standards for employability skills that included entrepreneurship education.

Of 1,228 applications for secondary Work Force Development program approval submitted in FY2012, 1016 or 83 percent were approved. These included a Program of Study with the potential for college transcribed and articulated credit no later than FY2013.

On Sept. 5, 2013, 56 business/industry representatives participated in a futuring panel discussion to identify the future trends within the Agricultural and Environmental Systems Career Field

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

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.

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

The Ohio Department of Education National Center for Construction Education and Research program certified 42 instructors through the Instructor Craft Training Program to offer the National Center for Construction Education and Research Curriculum in High School and Adult Construction Technology Programs. This is a preservice for new instructors entering the National Center for Construction Education and Research Construction Classroom.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

The Office of Career-Technical Education continued to be a resource for schools by providing linkages to guidance sources on minor labor laws and issues to local career-technical educators to assure programs are in compliance with current regulations regarding student employment and work experience.

The Office of Career-Technical Education 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 sixth annual Ohio Economic-Education Summit for local and state planning and implementation activities.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Secondary

In FY2013 10 new pathway tests were developed. They are scheduled for field testing in FY14

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.

Over the past 5 years, Ohio has invested heavily into its technical assessment system. All pathway programs in Business, Marketing, Finance, Arts and Communications, Agriculture, Hospitality, Education and Training have access to tests. While older test forms are available this year for seniors, new end of course exams are available for all other students in all pathways in Health, Construction, Engineering and Manufacturing. New test development is underway for Law and Public Safety, Information Technology, Transportation and Human Services. Ohio has no Government career field programs. While test development and improvement is a continuous process, all Career-Technical Education (CTE) pathways will have a required technical assessment by the end of FY2014.

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. After a year of consultation with postsecondary stakeholders, funding commissions, and key proponents, Ohio plans to finalize the certificate and credentials definition project in spring 2014. The completion of this work will provide an inventory of credential programs recognized by Ohio as valid and reliable.

Adult

For over ten years, Postsecondary Adult CTE has maintained a crosswalk of technical assessments, credentials and state licenses linked to applicable subject codes and applied to each workforce education program. Each technical assessment, credential and/or license has been vetted with local advisory committees, employers and is important to job placement in regional economies as well as serving as a measure of Perkins program performance. An additional advantage of credentials, apprenticeship and license standards serve as the basis for the Career Technical Credit Transfer (CT2) that allows adults to obtain guaranteed credit upon enrolling in one of Ohio's community colleges.

As applied to postsecondary adult workforce education, industry credentials are valued, often required by employers and are achieved through education and training and a knowledge and/or skills assessment provided through a third party (i.e. trade association, vendor specific, etc.). Many of these industry credentials must be achieved through a program that has been specifically accredited to meet industry standards in the areas of curriculum, teacher qualifications, lab specifications, equipment and industry involvement.

Nearly all postsecondary adult programs have an identified industry credential as CTE strengthens the technical and academic standards for programs.

Apprenticeship programs in Ohio are registered with the Ohio State Apprenticeship Council, which is housed within the Ohio Department of Job and Family Services (ODJFS). Approved programs are conducted or sponsored by an employer, a group of employers or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices. Although most any occupation can fall under this category, most postsecondary adult programs fall into the category of the trades.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

Ohio met 90% of all secondary indicators.

Local Program Improvement Plans

Secondary

Of ninety-one (91) eligible secondary level career-technical planning districts (CTPDs), thirty-three (33) failed to meet at least 90 percent of an agreed upon local adjusted level of performance. The Administrative Field Services unit will work with these recipients to develop program improvement plans.

Postsecondary

Of twenty-one (21) college sub recipients, fifteen (15) did not meet 90% of the local target for at least one indicator in FY2013 (range of 1-4 indicators not met), so they must submit performance improvement plans. Student Retention or Transfer (3P1) was the most challenging. The Ohio Board of Regents will work with these recipients to develop program improvement plans.

Adult

There were twenty-eight (28) adult sub recipients in FY2013 (28 in FY2012 and FY2011). Twenty-one (21) districts did not meet 90% of the local target for at least one indicator in FY2013; thus, each must submit a performance improvement plan. Fifteen (15) did not meet 90% of the target for the same indicator in both FY2012 and FY2013, but thirteen (13) of those made progress in FY2013. Nontraditional Participation (5A1) and Nontraditional Completion (5A2) continue to be the most challenging and hardest to meet indicators for Ohio centers. The Ohio Board of Regents will work with these recipients to develop program improvement plans.