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. 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.

   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.

   End-of-course exams have been developed and are available for those career fields that have had new standards and courses developed. End-of-course tests are now available for Manufacturing Technologies, Information Technology, Construction Technologies, Transportation Systems, Health Science and Law and Public Safety career fields.

   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.

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

   During the reporting year, Ohio used Perkins funds to support three data managers. These data managers developed and refined data collection strategies and analyzed career-technical education data for the purposes of accountability and program improvement.
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.

A four-step monitoring process was followed to assess the extent secondary, postsecondary (OTCs and colleges) were in compliance with Perkins IV regulations.

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.

College performance reports were developed and distributed to all college grantees in FY14. Technical assistance was offered to those campuses failing to meet performance measures. Performance Improvement Plans were submitted by applicable colleges, then reviewed and approved by the Ohio Board of Regents (OBR).

A Performance Improvement Plan follow-up report was required to be submitted in August 2013 by those schools that submitted a PIP in FY14 to ensure compliance.

The Ohio Department of Education (ODE) and 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.

The adult workforce centers were renamed and are now referred to as the Ohio Technical Centers (OTCs). This change reflects Ohio’s system of adult serving, noncredit workforce centers and does not directly apply to the individual institution name.

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 Perkins Regulations.

The office of CTE developed 10 Quality Program Standards to be utilized in Program Evaluations (quality standards are being piloted this year and include evaluations of the special populations).

Career Technical Education consultants met with Industry partners and reviewed products or problem-resolutions provided by secondary students and identified best practices (shared with the state).

The Office of CTE reviewed program competencies for alignment with state standards. Reviewed industry credentials and student assessments (end-of-course exams).

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

The Career Technical Education (CTE) IT Consultant assisted in the development of the "new" CTE-26 process. This document and database, used for approval of all CTE programs is part of a paperless system. Overall, the applications are processed faster and easier and the approvals are sent out usually within 30 days.
Step 3: Use of Funds: Part B

The OBR has worked to streamline the postsecondary monitoring process. The agency utilized the software Camtasia Studio to develop a recorded video presentation to provide colleges an overview of the monitoring process in lieu of a series of webinars. The colleges are required to view the video prior to completing the monitoring process. In addition, colleges were provided training on electronic documentation software/programs, such as Blackboard and OneNote to use to collect and store essential evidence online instead of in paper form.

Met with school administrators and teachers to discuss what technology is being utilized to deliver career-tech courses (identifying competency-based models).

Met with Sprint to discuss a potential pilot project where career-tech students would receive an iPad to use for their career-tech technology course and, when successfully completing their program, they would keep the iPad.

Facilitated WebXam online assessments by career fields and provided updated technology information through professional development.

A business competencies strand was added to all of the career field standards to include information technology.

A new data reporting system for noncredit, credential training was implemented. Over 150 individuals were trained in August-September, a requirement for system access. Five regional trainings were held with hands-on training with this new technology. The streamlined system is designed to capture all course/program information and student demographics for each student enrolled in all of the Ohio Technical Centers (OTCs) and will align to the state’s higher education reporting system for the colleges and universities.

The Office CTE met with school administrators and teachers to discuss what technology is being utilized to deliver career-tech courses (identified competency-based models).

The Office of Career Technical Education engaged eight (8) sites from three career fields (Marketing, IT, Arts and Communications) in a webinar for students on the topic of Quick Response Codes (QR Codes).

Ohio’s secondary, OTCs 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.

The office of (CTE) staff oversees numerous manual processes associated with the Carl D. Perkins federal grant, including the self-assessment, and compliance and monitoring processes. These manual processes require CTE staff to prepare, track, travel with and store large amounts of physical paperwork and documentation. To increase efficiencies around the manual process, the CTE staff, in collaboration with the Information Technology department, began developing an electronic (paperless) monitoring process. The new Perkins (Secondary) CTE Electronic Compliance system is intended to streamline and centralize the entire manual process. The entire Perkins monitoring process will be accessible from a retrievable storage location. The CTE Compliance process is scheduled to be piloted with our postsecondary partner’s in late fall of 2014.

Individualized and targeted professional development was provided to all 91 Career Technical Planning Districts (CTPD’s). This was accomplished through phone and on-site technical assistance with each new CTE director.

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?

The CTE Information Technology (IT) Consultant delivered a series of professional development workshops throughout the state. These workshops, delivered in partnership with Tech Prep regional centers, educated the field on the move from programs to courses.

The Ohio School Improvement Institute provided professional development for High Schools That Work (HSTW)/Making Middle Grades Work, Career Technical Center teachers and administrators.

Ohio teachers, administrator, and Ohio HSTW coaches and staff attended The National High Schools That Work Summer Conference, Charleston, NC. Quality HSTW initiatives and best practices were presented by HSTW schools across the 30 state National HSTW Network.
The HSTW Coaches received training on conducting a technical assistant visit for Ohio HSTW/MMGW schools Site Review Process.

The HSTW/MMGW Coaches conducted an orientation beginning the FY14 School year. Topics reviewed were the Ohio Report Cards, Data, Teacher evaluation, increase graduation rates; improve student performance on academic and career technical assessments.

The HSTW Central/Southeast Region Principals conducted an Instructional Leadership professional development training at Tall Timbers Conference Center. The professional development training was provided by Linda Jordan, International Center for Learning.

The HSTW Northeast region conducted the New Administrators Orientation at Cuyahoga Valley Career Technical Center.

The Southwest HSTW Region conducted a Principals Meeting at Lakota East High School. Four concurrent sharing sessions was offered.

Four business, marketing and finance career field regional meetings were held for teachers to address state updates, new content standards and new course structure.

Staff assisted in program professional development for the Business and Marketing Conclave. A two-hour professional development seminar offered by staff was included on the program. A one-hour workshop was conducted by the CTE state director. A 45-minute presentation was provided by the Business, Art and Technology Assistant Director.

The Business, Marketing and Finance consultant provided a workshop at the Ohio Association for Career and Technical Education (ACTE) Conference.

The Office of CTE Business, Marketing and Finance consultant provided assistance related to professional development to the Ohio Marketing Educators Association on multiple conference calls.

Marketing Teacher Leadership Council and Business Teacher Leadership Council meetings were conducted to provide professional development for teacher leaders and to obtain advice and assistance in offering statewide professional development.

In collaboration with Ohio’s Regional Tech Prep Centers, 20 regional meeting were held to orient both secondary and postsecondary faculty and administrators on the new CTE program renewal and approval process. These workshops also focused on helping districts shift to a pathway model based on courses all of which are reflected on a new program of study design.

The Office of CTE participated in course roll-outs workshops for teachers and administrators at Rhodes State College and Eastland Fairfield Career Center. The process for switching to courses was explained along with examples of how schools can design their programs with the new model. The process for the new electronic CTE-26 application process was explained.

The OBR conducted two statewide update/informational meetings (September 2013 and May 2014) and two new coordinators’ training were conducted (October 2013 and February 2014) as 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.

A bi-annual newsletter continued to be distributed to both the colleges and Ohio Technical Center. Topics included reminders of deadlines, updates on federal and state initiatives, monitoring and upcoming professional development opportunities.

The new Higher Education Information (HEI) system Certificate/Credential Reporting System was reviewed with faculty and staff while an informative update was provided to the OTC directors.

The OTC staff provided in-service, presentations and recommendations for sessions at the annual Ohio ACTE summer conference that attracts approximately 500 CTE professionals annually.
Professional development and Perkins information were presented to 52 postsecondary and adult administrators at the spring information meeting held on the Ohio State University campus. Representatives from 22 community colleges and 27 Ohio Technical Centers participated in a day-long professional development activity. The agenda included presentations from the Senior Director, College and Career Access & Success, the Associate Vice chancellor, Institutional Collaboration and the Assistant Director of Postsecondary Pathways.

The status of Perkins law and other workforce issues was explained by Steve Voytek, Government Relations Associate, and National Association of State Directors in CTE via WebEx. In the afternoon, student services were explored with a presentation from Belmont College regarding the new Transitions Center. Ohio Means Jobs, Ohio’s job matching system was described as the system has been expanded to include career information and intensified job searching tools that all postsecondary institutions can use in guiding and advising student choice. The final session of the day centered on using Perkins data to improve performance in all the targeted areas. Results of the meeting were captured in a survey in which there were 33 responses for a 63.46% return. All responses strongly agreed or agreed that the meeting content met their needs in carrying out Perkins activities. Responses indicate a need for additional training and information on best practices.

The office of CTE conducted and hosted various professional development opportunities for Family Consumer Science (FSC), Culinary Arts, and Early Education Childhood Education.

- Piloted Course: Foundations of P&I Insurance Blended Learning Course
- Winter Culinary Arts Professional Development Meeting – Technology in the Classroom and CTE Indicators (35 attendees)
- Winter Teaching Professions Professional Development Meeting – Assessment Recalibration and CTE Initiatives (60 attendees each session)
- Early Childhood Education - CDA Alignment Meeting (20 attendees)
- Eight Spring Regional Family and Consumer Sciences Professional Development Meeting - CTE Initiatives and Standards Update
  - Ohio Association of Family and Consumer Sciences Annual Conference - “Sustaining the Health and Well-being of Families” (100 attendees)
  - Ohio Association Teachers of Family and Consumer Sciences Summer Conference – “FCS and Career Tech: Building the Path to Change”
  - Eight Fall Regional Family and Consumer Sciences Professional Development Meeting
  - Fall Culinary Arts Professional Development Meeting
  - Fall Teaching Professions Professional Development Meeting
  - Fall Early Childhood Education Professional Development Meeting
  - Fall Lodging Professional Development Meeting

The office of CTE held trainings for new instructors, and instructors needing recertification for the National Center for Construction Education and Research (NCCER). Instructors at four Schools (three career centers and one community school) attended the training.

Consultants from the office of Career-Technical Education conducted NCCER site visits at several career centers and schools as part of the NCCER sponsor obligation.

Consultants also facilitated “Moving to Courses Roll-Out” events at a number of schools.

The office of CTE Web committee redesigned the Career-Technical webpage. The redesign was completed and the committee is remained in place to ensure consistency and accuracy of CTE web-based information.

Four business, marketing and finance career field regional meetings were held for teachers to address state updates, new content standards and new course structure.
The Office of CTE met with school administrators and teachers to discuss standards updates, course development, licensure crosswalks, and student assessments.

The Office of CTE met with industry advisory councils to determine future trends and standards updates by career field.

The Office of CTE provided teacher training through SkillsUSA Career Tech Student Organization (CTSO) Advisor Workshops, covering leadership skills, quality program competitions, and prepared a standards alignment to career field competitions for students to better identify how the CTSO competitions align with the courses.

The Office of CTE created career pathway charts, including Program of Study, industry demand, educational requirements, and industry credentials to show instructors, students, and parents how students can achieve their career goals.

The Office of CTE met with career guidance counselors on a new curriculum focused on Automated Materials Joining. The office reviewed the pilot projects to determine any teaching barriers and needs. In addition, the office provided new course rollout workshops for Engineering/Manufacturing and Information Technology instructors and administrators for their five year program renewals.

The National Automotive Technicians Education Foundation (NATEF) updated instructors with the new national standards and testing.

Developed professional development on new course design and roll out for Law and Public Safety programs in the state. Professional development is set to be delivered in the Fall of 2014.

The Office of CTE planned and conducted a training workshop to nearly 33 secondary CTE directors on the “new” Perkins Electronic Monitoring process.

In collaboration with the Ohio Board of Regents, the Office of CTE conducted two workshop designed to assist recipients in the completion of their annual Comprehensive Continuous Improvement Planning Application (CCIP). Approximately 80 people attended the training workshop, with representatives of secondary, college and adult programs. The CCIP completion time and accuracy were enhanced by this technical assistance.

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?

Expanded the STEM equity project to a middle-grade pilot aligned with the previous and new high school projects. Another new component is a National Alliance for Partnerships in Equity (NAPE)-based micro-messaging training for teachers.

Engaged strategies to further inform counselors by providing them tool kits and a planned Webinar focused on reinforcing gender, race and ethnic neutrality of careers.

Through the non-traditional career fields (e.g. Engineering for females, Nursing for males), ODE purposely selected subject matter experts from the fields to speak at events (SkillsUSA Leadership Camp and CTE organizations) and participate with the standards updates, course development and test assessments.

The office created a new SkillsUSA membership for students in the dropout prevention program, Career-Based Intervention (CBI) to expose all students to career options, especially exposure of nontraditional career options.

A female student majoring in construction at Miami Valley Career Center, was admitted to attend Sinclair Community College in Dayton, Ohio, majoring in Construction Management.

In FY2014, Ohio had 15 STEM Equity implementation sites – 14 involving Grade 9-12 and a new pilot with Grade 7-8 students. Ohio STEM Equity expanded in FY2014 from a focus on institutional change to something called micro-messaging related to speech and gestures by individual teachers and counselors. In partnership with the NAPE, Ohio’s Grade 7-12 STEM Equity initiative continued to make strides related to nondiscriminatory recruitment, retention and graduation for all students regardless of gender, race, ethnicity, economic disadvantage and academic disability.

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 policy was developed to increase participation of students with individual career plans in CTE Technical testing.

Consultants participated in the Ohio 2014 Computer Based GED Test Reimbursement Process committee. Consultants in conjunction with the GED Office completed the GED Reimbursement project.

Continued partnership with Office of Exceptional Children (OEC) to improve access to CTE for students with disabilities. Five consultants funded through OEC were placed throughout Ohio to work with career centers on professional development and technical support to CTC staff on special education issues.

Expanded the STEM equity project to a middle-grade pilot aligned with the previous and new high school projects. Another new component was a NAPE-based micro-messaging training for teachers.

Developed Quality Program Standards to review CBI (Career-Based Intervention) programs.

Special populations are a part of the pre-apprenticeship and internship programs.

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

The Standards, Assessment and Program Design work unit provided technical assistance presentations for Ohio ACTE and its divisions, the Ohio Career-Technical Administrators (OCTA) and OACTS on program design changes, new content standards and assessment developments.

The Standards, Assessment and Program Design work unit provided considerable technical assistance to districts in preparation for Ohio’s first CTE program renewal initiative.

During the reporting period, the IT Consultant met with multiple programs at several schools for the purpose of Technical Assistance. These Technical Assistance visits typically involved updating the schools on the move to courses projects, reviewed the programs and offered suggestions for improvement, and shared best practices.

Postsecondary and OTC staff provided a fall Perkins meeting for all eligible Perkins recipients. The daylong event featured a “Skyped” session with Michael Brunstein regarding a Perkins overview and updates and Kim Green, State Directors Association. In the afternoon, specific sessions on nontraditional participation and recruitment were held for the OTC administrators with a separate session for the community college personnel. A survey of attendees proved positive and similar events will be considered in the following year.

A Perkins regional meeting including the postsecondary and adult partners was held in September to provide general guidance and information at the beginning of the academic year.

Career Connections is a joint initiative among the Governor’s Office of Workforce Transformation, Ohio Board of Regents and Ohio Department of Education. The initiative seeks to strengthen and increase linkages between student learning and future work. The Office of Career-Technical Education is leading these efforts by providing technical assistance to teachers, counselors, and administrators around career advising and counseling, comprehensive district planning, and classroom instruction. CTE is also leading the development of resources that support students with career exploration and planning as well as gainful employment after high school graduation (i.e., statewide online career development tool, strategic planning resources, and classroom materials).

The Ohio Career Information System is an online career development tool that supports students with career exploration and planning. Training was provided to teachers, counselors and administrators in the use of the system to support career advising and counseling with students.

From August to December, the office conducted 29 High Schools That Work (HSTW) schools technical assistance visits, using the Ohio Site Review process for identifying data. In addition, the office reviewed State Report Cards, examined student performance on HSTW Assessments and Ohio assessments. The school and the coach worked together to write a plan of action for school improvement.

August to December Ohio HSTW/MMGW Regional coaches worked with schools to use HSTW/MMGW strategies and Key practices to address school improvement, maintaining high performance and meeting all the expectations of Ohio Standards. The focus was on improving student performance and increasing graduation rates.

Technical assistance was provided to eligible recipients on a broad variety of subjects including CTE26s, EMIS, program development and implementation, teacher leadership, licensure and business partnerships.
The Office of College & Career Transitions at OBR provided assistance to all 23 campuses through paper, telephone, email and face-to-face channels, including three technical assistance visits, two statewide meetings, two new coordinators’ workshops and several conference calls and webinars to discuss Perkins compliance, performance, accountability and monitoring.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

347500

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

7920

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 $347,500. The amount allocated to the Ohio Department of Youth Services was $173,750, while the allocation to the Ohio Department of Rehabilitation and Correction was $173,750.

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 FY2014 was 930. The number of students served in the Ohio Department of Rehabilitation and Correction was 7,920, of which 307 were secondary and 7,613 were postsecondary.

Services and activities provided in the Department of Youth Services included Career-Based Intervention courses at all facilities, as well as Administrative Office Technology (under the Business and Administrative Services career field.) Other courses offered included 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 were provided in 23 adult prisons, with 91 programs offered. The programs covered 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.

Part II: State Institutions Serving Individuals with Disabilities

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

347500

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

575

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

During FY2014, the number of students with disabilities (SWD) served in career-technical programs was 575. Of this number, 559 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 SWDs were nearly the same as those provided to nondisabled students. The difference for SWD is that programs were provided with Specially Designed Instruction, Accommodations, Modifications and Related Services 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.

Each year, the OTC state line item provides an additional $400,000 to the Department of Rehabilitation and Corrections for workforce training programs that span from barbering to horticulture to business and the trades. Approximately 1,085 participants and 1,200 concentrators are served. Due to varying lengths of incarceration, it is difficult to capture the performance related details of this investment.

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

Yes

Ohio’s most recent budget bill (HB 59) had all charter schools that serve grades 7-12 assigned to a Career-Technical Planning District (CTPD). An assistant director (whose salary is supported by Perkins dollars) made the assignments for FY14. Professional development and technical assistance was provided via webinars and face-to-face meetings to charter school operators and sponsors regarding the development of and approval for CTE programs. The Office of CTE began developing innovative delivery models, including online and blended learning programs, including a unique construction program provided by a virtual school in collaboration with Associated Builders and Contractors (ABC), a professional construction trades organization that provides apprenticeship opportunities.

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

Yes

Over 13,000 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. Five teachers, new to the Teaching Professions program attended training. Additionally, 75 Teaching Professions, teachers attended both a fall and winter meeting. Fifty Culinary teachers attended the ProStart fall meeting and eight Lodging and Travel teachers attended a fall meeting.

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 Technical Centers (OTC) system is required to report two of the ACT/WorkKeys assessments with all individual student outcome results in the credentialing 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.

Created a new SkillsUSA membership for students in the dropout prevention program, Career-Based Intervention (CBI) to expose all students to career options, especially exposure of non-traditional career options.

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

Within OhioMeansJobs K-12, students are able to connect their career interests with in-demand jobs and identify education and training needs, and seek internships, apprenticeships, and career-technical education options. Students can also create a resume, take practice exams for college entrance and career credentials, and conduct a job search related to their goals. OhioMeansJobs K-12 was promoted throughout the state as a resource to provide career advising to students, meeting a portion of the requirements of Ohio Revised Code 3313.6020, policy on career advising.
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?

During the reporting period, new standards, courses and alignment to postsecondary coursework was conducted for the CTE IT career field. New IT standards were developed with input from secondary, postsecondary, and business and industry. Courses were then developed based on research of postsecondary institutions and survey feedback from CTE IT instructors. Professional development for the move to courses was delivered to the field through the Tech Prep regional centers.

During the reporting period, finalization of alignment to postsecondary coursework was conducted for the CTE IT career field. Professional development for the move to courses and postsecondary alignment was delivered to the field through the Tech Prep regional centers.

Carolyn Gasiorek, Director of Ohio Advanced ED accreditation process conducted the Ohio HSTW Site Review Process and Advanced Ed visitations and reviews simultaneously for Ohio HSTW/MMGW schools and career centers.

The CTE Middle Level Stakeholder Committee conducted a workgroup meeting to generate recommendations for criteria to be used to determine Career-Technical Education Middle Level Programming.

Ohio continued implementing an approval system for Program of Study (POS). A new electronic approval and renewal system was initiated with a new program of study format. For the first time, middle school programming is available for pathways in two career fields.

Policy development that would enable students to earn academic and CTE credit simultaneously in a CTE program was initiated. The Great Lakes Comprehensive Center at AIR has been integral to this work.

Academics are included in the Program of Study as part of the new career pathway charts. The rigor of the academics is determined by the program standards.

A business competencies strand was added to all of the career field standards to include leadership and communications, financial management, problem-solving and employability skills, offering the teachers a connection to integrate academics.

The new WebXams (end-of-course exams) that integrates assessment of the business competencies was created.

The office worked with the GED Team to redesign the system and integrate a higher level of competencies.

New standards and courses were developed for Business, Marketing and Finance career fields, and Certification/Licensure for all courses was revised.

The Office of CTE Created 10-minute audio PowerPoints to assist with understanding how technical standards blend with academics as well as accentuation of highlights of the new course-based system.

During the reporting year, the office of CTE engaged 40 career-tech Arts and Communication teachers in drafting course titles, descriptions and competency outlines for the new course-based system.

Selected 15 graduating seniors – one from each of Ohio’s career fields – to highlight in stories about their successes, including academics and technical skills. Stories were on the state blog with some in a video/PSA for release in the summer of 2014.
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.

The ODE CTE IT Consultant worked with the Ohio Board of Regents to develop articulation between secondary IT courses for postsecondary credit. This process is known as the Statewide Secondary Career-Technical Articulation Initiative. As a result, new Career Transfer Articulation Numbers are being developed to allow for more state wide articulated credit options.

The Business, Marketing and Finance (BMF) consultant developed a strong partnership with the Columbus Regional Logistics Council which resulted in the Council offering assistance to multiple programs starting Logistics programs.

The BMF consultant recommended that schools contact the Tech Prep Regional Center for assistance in developing the CTE26 application, including the POS, and worked with professional staff at the Centers to ensure that the system was implemented effectively.

Consultants worked with Columbus State Community College in the development process for creating professional development opportunities for teachers and dual enrollment for students in Business, Marketing and Finance courses. Work with this partnership also included logistics activities and shared resources.

The Business Technology Arts (BTA) office maintained strong partnerships with the state teachers’ association for marketing (OMEA), Business (OBIT) and began partnership with OBTA, another teachers’ association.

The BTA office maintains strong relationships with the national curriculum office, MBA Research, and the state student CTSO groups.

The Office of CTE continued work on updating career field technical content standards. For FY14 this included Agricultural and Environmental Systems, Arts and Communications, Business, Marketing and Finance career fields.

Content Standards for Manufacturing Technologies, Information Technology, Construction Technologies, Transportation Systems, Health Science and Law and Public Safety were developed the previous year and now are all available for use in Ohio CTE programs. All of Ohio’s content standards continued to be developed with industry and education subject matter experts, aligned with national common core and 21st century skills, as well as the Ohio Board of Regents learning objectives for articulation and credit transfer.

A consultant worked with newly developed 2013 Health Science Content Standards. The consultant assisted teachers in aligning the new content standards to courses for exam development.

The consultant also facilitated WebXam and worked with teachers in developing test items for Exercise Science, Allied Health & Nursing, and Health information Management.

The consultant participated with teachers in actual writing, review and rating of WebXam questions.

The OTC staff members presented information to the education and business community at a partnership meeting in the Appalachian region of the state in July. The meeting was well attended and a tour of the Pike County facilities was held to showcase the facilities and the partnerships to train workers in that area.

A business newsletter was developed and disseminated by the Ohio Board of Regents communications staff. The OTCs provided current workforce training and initiative information for this publication that is produced four times per year.

The OTC staff engaged monthly with an 11-county, regional Economic Development Advisory Committee (EDAC) and conveys critical information regarding surveys, priorities and activities to both regional and state networks.

The OTC staff is linked into the Ohio Logistics Council, a part of the Ohio Chamber of Commerce. Ohio has an enormous need for workers trained for logistics and this council is composed of business and education representatives. Recruitment of individuals is the issue in the logistics industry and not the preponderance of training programs. Meetings of this group are called quarterly and are hosted by the Chamber.
The OTC staff is engaged in a Center for Energy Workforce Development (CEWD) initiative that is funded through the Joyce Foundation and is operating with American Electrical Power (AEP) and other utility companies across Ohio at the helm. To date, two meetings have been held and subcommittees have been formed to develop a plan with strategies and activities in workforce, curriculum, career awareness and marketing of all positions related to energy. The committee meets quarterly.

As part of the CTE effort to update Career-Technical Standards and End of Course (EOC) Test writing creation, consultants facilitated standards review and update for the Arts and Communication Career Field. Consultants also performed item review and evaluation for the Auto Tech and Construction Career Fields EOC items and Facilitated WebXam item writing for EOC tests for the Construction, Information Technology and Ground and Air Transportation Career Fields.

The Office of CTE in collaboration with the Ohio Board of Regents (OBR) developed CTAG’s for criminal justice, fire, and EMT programs in CTE.

The Office of CTE engaged 40 career-tech Arts and Communication (media arts, visual arts, performing arts) teachers in drafting course titles, descriptions and competency outlines aligned with new standards and the new Ohio course-based system. A major restructuring started to reinforce the distinction between career-tech performing arts and fine (performing) arts.

During the standards updates, the office met with postsecondary partners to develop articulated credit based upon the aligned secondary with postsecondary standards, co-develop courses and assessments.

The office developed a career pathway plan for industry, crosswalked the standards to the adult education program for Facility Maintenance, identifying industry certifications and skill requirements for both secondary and adult.

The office created pathway charts by occupations for students and parents to be used with the new OhioMeansJobs (OCIS – Ohio Career Information Systems) career planning network.

The office met with several labor organizations to ensure their curriculum aligns with the state standards and assisted in setting up new charter schools, alignment of teacher credentials and internship/pre-apprenticeship opportunities.

Consultants co-presented at the annual Ohio Apprenticeship Council Conference outlined a joint plan for pre-apprenticeship program certifications.

Consultants participated on the Direct Care Service Workforce interagency committee, created a new occupation, certified by the Ohio Department of Health.

The Governor’s Office of Workforce Transformation created an Apprenticeship Group, consisting of the Ohio State Apprenticeship Council representatives, Education, and several organized labor organizations (e.g. IBEW, Plumbers and Pipefitters).

A “How to” Manual of Guidelines was developed for school districts on engaging industry through advisory councils in their work-based learning programs.

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

Yes

Through a multi-agency state partnership, the Ohio Department of Education’s Office of Career-Technical Education customized an online career development resource for students. While this is an ongoing effort, the initial groundwork is complete. OhioMeansJobs K-12 offers students, parents and educators an array of online resources, such as: in-demand jobs in Ohio and up-to-date career information, career plan guide, budget calculator, resume builder and more. This statewide system offers a seamless transition from high school to postsecondary education and the workplace. While this portal targets students, the system as a whole accommodates Ohio businesses, college students and job seekers. OhioMeansJobs.com allows businesses to seek talent and post job openings while job seekers and college students develop their profile and search for internships and employment opportunities.

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.
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

Consultants worked with both Columbus State in the creation of statewide dual credit opportunities in business, marketing and finance and Harrison College in creating new logistics articulation agreements.

Following the Perkins IV Transition Year, a Programs of Study (POS) template was completed. It included an indication of what coursework was eligible for articulated credit, included 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.

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. These statewide agreements guarantee that the credits earned by students will be honored at every public community college in Ohio.

The Office of CTE consultants worked with the Ohio Board of Regents on Career-Technical Credit Transfer alignment. Meetings were conducted with members from the Board of Regents to ensure alignment to postsecondary career options.

- Pilot Course- Foundations of P&C Insurance Blended Learning Course
- Four High Schools participated: Upper Arlington, Lebanon, Benjamin Logan and Northwest (McDermott)
- Three articulate credit hours with Kent State
- Industry credential will be awarded upon passage of test
- A number of schools have articulated agreements for FCS courses (Personal Financial Management II, Healthy Living, Career Search II and Manage Transitions)
- Ninety-six percent (96%) of the Teaching Professions career field have been OBR approved for the CTAG Introduction to Education

Consultants worked with Ohio Board of Regents on Career-Technical Credit Transfer alignment for both the Air and Ground Transportation Pathways

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 new POS template expanded the opportunity for secondary school districts to promote education planning with a variety of postsecondary opportunities including the two-4 year college, apprentice and adult credentialing programs.

The Ohio Board of Regents (OBR) Transfer Assurance Guides (TAGS) process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs.

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

Yes

ODE provided support for both professional and support staff to do the following Ohio DECA activities:

- Planned and conducted the Ohio DECA Fall Leadership Conference. Approximately 1,800 students and adult members attended the Fall Conference. A variety of focused leadership training sessions were conducted and new state officers were elected.
Provided training for state officers to provide statewide leadership to the organization as well as write speeches and deliver presentations to small and large groups.

Provided multiple scholarships for student members.

Provided support for the individual needs of the special needs population to participate in all competitive events.

Planned and hosted two Ohio DECA Executive Council planning and advisory meetings.

Planned and conducted the Ohio DECA Career Development Conference. Approximately 2,000 attended from 13 districts and competed in 45 different events.

Participated in the International Career Development Conference. Approximately 400 students competed from 50 schools and Ohio is always in the top five states with awards.

Maintained statewide communications, marketing, and network with businesses

The Office of CTE consultants participated in a training for instructors and regional SkillsUSA contest winners at the PPG training center in Columbus.

Consultants were a member of a team to develop a marketing plan and strategy for CTSO, through Ohio ACTE’s Shoemaker Center.

Ohio’s Career-Technical Student Organizations continued reinforcing academic and technical knowledge and skills through competitive events and other related leadership activities. Career-technical education staff worked to bring all of the major Career-Technical Student Organizations under a central leadership team to have a stronger presence and more unified message at the state and local levels. 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. Career-technical education is aligning the new standards to the Career-Technical Student Organizations' competition competencies.

The office planned and conducted Summer Leadership Conference. Numerous (265) students and advisors attended the camp and participated in leadership, teambuilding, competitive and service activities.

The office provided opportunity for State and National Officers to attend the Washington Leadership Training Institute.

The office provided Professional Development training for Chapter Advisors. Forty-one Advisors attended Chapter Management training and Curriculum workshops.

The office planned and conducted the SkillsUSA Ohio Fall Leadership Conference. Approximately 800 students and adults attended the Fall Conference. A variety of focused leadership and employability training sessions were conducted and new regional officers were elected.

The office provided training for state and regional officers to provide statewide leadership to the organization as well as write speeches and delivered presentations to small and large groups.

The office provided leadership for six Regional SkillsUSA Championships that served over 4,500 students and advisors.

The office planned and conducted the SkillsUSA Ohio State Leadership and Skills Conference. Approximately 3,700 students attended and competed in Skilled, Technical and Leadership events. New State Officers were elected. Over 450 industry, government and education partners were in attendance to support the event.

Numerous (325) students and advisors attended the National Leadership and Skills Conference where Ohio earned 34 medals and had one national officer elected.

Business Professionals of America, Ohio Association (7,010 members).
Despite a Level 3 snow emergency in Northeastern Ohio, 1,678 students and advisors participated in the March 2014 State Leadership Conference; 430 students qualified to compete at the National Leadership Conference in Indianapolis, Indiana. Ohio had a record number of national event winners: 14 first-place, 11 second-place and 13 third-place awards.

During NLC, Certiport provided BPA members the opportunity to take one or more industry certification exams for $5 (normally $75) Julianna Koski, Polaris CC, placed first in Certiport’s MS Word Certification test. She will represent BPA at the national competition in Atlanta. In addition, 71 Ohio BPA members (56 students and 15 advisors) passed one or more certification exams.

Ohio members contributed $30,050 for Special Olympics, our state and national service organization contribution.—by far the highest state contribution.

Eighty-three student leaders were interviewed and twelve state officer candidates were chosen to campaign at the Fall Leadership Conference, Nov. 21, 2013. In addition to the election of the 2013-2014 State Officer Team, the 1,340 conference attendees were each able to attend four leadership development workshops from the 16 scheduled options.

State Officers attended monthly leadership training sessions December-March to prepare state officers to conduct the statewide conferences sessions.

Conducted two Ohio BPA Executive Board meetings.

State Advisor’s participated in meetings to plan the National Leadership Conference.

Published a bi-monthly newsletter and maintained additional communication with approximately 350 local BPA advisors and supervisors through Ohio.

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 (OTCs 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.

Through a multi-agency state partnership, the Ohio Department of Education’s Office of Career-Technical Education customized an online career development resource for students. While this is an ongoing effort, the initial groundwork was completed.

OhioMeansJobs K-12 offers students, parents and educators an array of online resources, such as: in-demand jobs in Ohio and up-to-date career information, career plan guide, budget calculator, resume builder and more. This statewide system offers a seamless transition from high school to postsecondary education and the workplace. While this portal targets students, the system as a whole accommodates Ohio businesses, college students and job seekers. OhioMeansJobs.com allows businesses to seek talent and post job openings while job seekers and college students develop their profile and search for internships and employment opportunities.

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.

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

During the reporting period, 25 new CTE IT courses were developed for the field. These courses were the result of extensive research and input from secondary and postsecondary instructors, as well as input from business and industry. Courses are available to the four different IT pathways as either a “core course” option, or an “elective course.”

During the reporting period, the 24 new CTE IT courses were aligned to postsecondary CTANS (Career Technical Articulation Numbers). This will allow for 1 to 1 alignment for all high school CTE IT courses to postsecondary institutions.

Consultants worked with both Columbus State in the creation of statewide dual credit opportunities in business, marketing and finance and Harrison College in creating new logistics articulation agreements.

Ohio has initiated a process to reconsider its pathways and created courses for its CTE workforce development programs. In fall FY14, courses were available for Manufacturing Technologies, Information Technology, Construction Technologies, Transportation Systems, Health Science and Law and Public Safety. Pathways in Arts and Communications, Business, Marketing and Finance initiated course development in FY14 with the courses to be available in fall 2015.

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 one course for entrepreneurship specifically for all three business administration pathways. 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 OTC staff provided in-service to teachers, administrators, staff and administrators at the annual northwest regional professional development in-service in September. The new HEI Certificate/Credential Reporting System was reviewed with faculty and staff while an informative update was provided to the OTC directors.

Teachers and administrators from Columbiana County CC, Miami Valley CC, and Tri Rivers CC participated in a field test review of the piloted Automated Materials Joining Technologies (AMJT) curriculum. Staff from Southern Region Education Board (SREB) and Ohio Department of Education (ODE) facilitated the review. As a result, a new scope of work, marketing documents with program and course descriptions, and a draft master teaching training model as well as the summer teacher training model were developed.

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 CTE communications staff provided three dozen articles on a state CTE blog.
Step 4: Technical Skills Assessment

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

Secondary:

At the Secondary level, Ohio has worked extensively to ensure that all CTE concentrators are assessed for technical skill before leaving their programs. We developed an assessment system that now contains technical skill assessments for students in 72 of 92 programs.

We also report the percent of students assessed for technical skill on State report cards, and use this measure to grade LEA performance on technical skill in Ohio's state accountability system.

We also report the percentage of CTE concentrators who left school who obtained an industry-recognized credential.

Post-secondary:

Ohio postsecondary colleges currently have 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 college and adult 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 college and OTC stakeholders, funding commissions, and key proponents, Ohio planned to finalize the certificate and credentials definition project in spring 2014. However, after state and agency shifting of priorities the OBR is currently in the final stages of the process to verify certificates and credentials for Chancellor approval. After all certificates and credentials are agreed upon colleges and OTCS will begin the submission/updating process into the HEI data system. The plan for full reporting on these certificate and credentials and valid, reliable, and Chancellor approved is slated for spring of 2015.

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Students</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Postsecondary Students</td>
<td>10821</td>
<td>26471</td>
<td>40.8786974424842</td>
</tr>
</tbody>
</table>
Step 8: Program Improvement Plans

Extension Requested?
No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>Action step to be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
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<td>Providing mandatory statewide workshops on non-traditional recruitment and participation.</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td>07-01-15</td>
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<td>Researching and providing web-based resources for reference, information and locally delivered activities. Notifications to the field will be sent as appropriate information is identified. This information will include upcoming webinars, research, and activities to attract and retain non-traditional, gender specific students into programs.</td>
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<th>Action step to be implemented: Workshops on non-traditional completion. Workshops could focus on institutional practices that create barriers to completion and provide solutions on how to remove those barriers.</th>
<th>Staff member responsible for each action step: Senior Director, Director, Assistant Directors</th>
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### Local Program Improvement Plans

**Secondary**

Of the 91 eligible secondary recipients, 15 failed to meet 90 percent of their agreed upon local adjusted level of performance for one indicator. Of those 15, 2 failed to meet 90 percent of their agreed upon local adjusted level of performance for two indicators.
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<td><strong>5A2</strong></td>
<td>From a review of the data, the largest disparities are between male and female populations with female completion in non-traditional occupational programs much lower than male. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</td>
<td>Providing on-site technical assistance to locals in meeting the non-traditional performance measures. State staff monitoring activities will focus on non-traditional activities and strategies at each institution monitoring and technical assistance visits.</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td>07-01-15</td>
</tr>
</tbody>
</table>

### Postsecondary

The number of postsecondary eligible recipients that failed to meet 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year are as follows:

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>Action step to be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5A1</strong></td>
<td>From a review of the data, the largest disparities are between male and female populations with female completion in non-traditional occupational programs much lower than male. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</td>
<td>Providing on-site technical assistance to locals in meeting the non-traditional performance measures. State staff monitoring activities will focus on non-traditional activities and strategies at each institution monitoring and technical assistance visits.</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td>07-01-15</td>
</tr>
</tbody>
</table>

Date Printed: 02/13/2017
<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of largest disparities are between male and female populations with female participation in non-traditional occupational programs much lower than male. Ohio missed successfully meeting this measure within the 90% threshold by .2% points. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</th>
<th>Action step to be implemented</th>
<th>Staff member</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Researching and providing web-based resources for reference, information and locally delivered activities. Notifications to the field will be sent as appropriate information is identified. This information will include upcoming webinars, research, and activities to attract and retain non-traditional, gender specific students into programs.</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td>07-01-15</td>
<td></td>
</tr>
<tr>
<td>5A1</td>
<td>From a review of the data, the largest disparities are between male and female populations with female participation in non-traditional occupational programs much lower than male. Ohio missed successfully meeting this measure within the 90% threshold by .2% points. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</td>
<td>Specific sessions from successful center administrators and others regarding recruiting and marketing strategies will be planned and presented at the spring administrators' conference and Ohio's ACTE summer conference.</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td>07-01-15</td>
</tr>
<tr>
<td>5A2</td>
<td>From a review of the data, the largest disparities are between male and female populations with female participation in non-traditional occupational programs much lower than male. Ohio missed successfully meeting this measure within the 90% threshold by .2% points. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</td>
<td>Researching and providing web-based resources for</td>
<td>Postsecondary CTE staff -- Senior</td>
<td>07-01-15</td>
</tr>
<tr>
<td>Core Indicator</td>
<td>Disaggregated categories of male and female populations with female completion in non-traditional occupational programs much lower than male. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.</td>
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<tr>
<td>Action step to be implemented</td>
<td>Providing mandatory statewide workshops on non-traditional completion. Workshops could focus on institutional practices that create barriers to completion and provide solutions on how to remove those barriers. Specific sessions from successful center administrators and others regarding completion and career exploration specific to non-traditional occupations will be planned and presented at the spring administrators’ conference and Ohio’s ACTE summer conference. Providing on-site technical assistance to locals in meeting the non-traditional performance measures. State staff monitoring activities will focus on non-traditional activities and strategies at each institution monitoring and technical assistance visits.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff member</td>
<td>Postsecondary CTE staff -- Senior Director, Director, Assistant Directors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td>07-01-15</td>
<td></td>
<td></td>
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</tbody>
</table>

From a review of the data, the largest disparities are between male and female populations with female completion in non-traditional occupational programs much lower than male. However, the non-traditional measures continue to be a concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.
Step 8: Program Improvement Plans

- Colleges – 12
- Ohio Technical Centers (OTCs) – 26