

Consolidated Annual Report, Program Year 2014 - 2015

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. 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 Business, Finance, Marketing, and Arts & Communication 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

The Career Technical Education program specialists assisted in the development of a new CTE-26 process through the Ohio Department of Education IT management system for districts in the state of Ohio. The integration of the CTE 26 system will allow the office of CTE to assess and approve programs in a more efficient system for all stakeholders.

The Office of Career Tech developed a Quality Program Standards document. This document was used to review 330 Career Based Intervention programs as a pilot program to meet the requirements of House Bill 59.

Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Department of Higher Education (ODHE) and Ohio Department of Education (ODE). 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).

Consolidated Annual Report, Program Year 2014 - 2015

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?

Visited Schools and observed programs (discussion with instructors and students), as well as student performance demonstrations. Added work-based learning opportunities to the program review process to include job-shadowing experiences, internships, pre-apprenticeship and mentoring programs. Reviewed how the career-technical program aligns with in-demand career options.

Developed 10 Quality Program Standards to be utilized in Program Evaluations (quality standards are being piloted this year to include evaluations of the special populations). Developed a manual describing the standards, including definitions, and self-assessment templates.

Provided workshops for industry and education with “how-to” kits for engaging advisory councils and starting internship/pre-apprenticeship programs, highlighting industry champions.

Reviewed program competencies for alignment with state standards. Aligned the industry standards to courses and developed webxams (assessments) for each course.

Reviewed industry credentials and student assessments (end-of-course exams). Developed a process for school districts and industry to request recognition of industry credentials.

A four-step monitoring process was followed to assess the extent secondary, postsecondary (Ohio Technical Centers and colleges) were compliant with Perkins IV regulations.

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.

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.

Out of 46 postsecondary college and Ohio Technical Centers (OTCs) approved as FY2015 Perkins grant fiscal agents, 19 institutions were formally monitored in FY2015. A new electronic monitoring compliance system was introduced and implemented with these nineteen institutions, which worked very well. This same electronic monitoring system was introduced by the Ohio Department of Education to monitor selected secondary Perkins grantees. This collaboration will continue between both state agencies to continuously improve this Perkins grant requirement. Institutions were monitored for compliance with Perkins regulations through a comprehensive process including verification of use of required and permissible funds through the review of electronically submitted essential evidence, including annual stakeholder meetings with business/industry, educators, etc. to assess local program performances.

All postsecondary college and OTC monitoring and performance documents were thoroughly reviewed, updated, and posted on the Ohio Department of Higher Education website. FY2015 College and OTC performance reports were generated and distributed to all college and OTC grantees. Technical assistance was offered to those institutions failing to meet approved performance measures. Performance Improvement Plans (PIP) were submitted by applicable colleges and OTCs, then reviewed and approved by ODHE.

The Ohio Department of Education (ODE) and ODHE 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 Department of Higher Education's Articulation and Transfer area. Consultants continued to help create alignment and an assessment process around the ODE career-tech standards. Each of the Tech Prep regional centers generated a report highlighting programs of study work, career pathways support, and communication to partners relative to credit transfer were performed by each of the Tech Prep regional centers.

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

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, implemented an electronic (paperless) monitoring process. The new Perkins CTE Electronic Compliance system streamlined and centralized the entire manual process. The office of CTE successfully monitored 30 CTPD's using the new CTE compliance electronic process. The Ohio Department of Higher Education successfully monitored 19 institutions by way of the new electronic process.

Met with school administrators and teachers to discuss what technology is being utilized to deliver career-tech courses (identifying competency-based models). Expanded the list of delivery models to include on-line models and blended learning.

Provided rollout workshops statewide for teachers and administrators for the new courses, assessments, and the new on-line funding application process.

Started in FY 2015, ODHE continued in FY2015 to improve and modify a data reporting system and process specific to reporting of OTC data into the Higher Education Information System (HEI). The system is designed to capture all course/program information and student demographics for each student enrolled in all OTCs, allowing a longitudinal alignment with college and university information. FY2015 is the second year that the database will be used to produce OTC data that will be used for Perkins accountability reporting in the CAR. ODHE continues to work diligently to ensure the system is operating effectively.

An online Middle Level instructor validation process was developed and implemented to support the HB 59 expansion of Middle Level CTE education in Ohio.

SkillsUSA expanded the use of an electronic scoring system to all regional levels to provide detailed data back to the schools on student performance.

Ohio DECA provided detailed transcripts, through DECA Inc., of student performance at the International level.

The office of CTE revised the CTE-37 Teacher Licensure verification form, to an online system, which made the system paperless.

The Ohio Department of Higher Education 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).

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

Individualized and targeted professional development was provided to one-third of Ohio's 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 office of CTE conducted and hosted various professional development opportunities for the agricultural and environmental career field programs.

Agricultural Experience Tracker Workshop – 82 attendees

Animal Science Workshop – 37 attendees

Global Economics and Market Food Workshop – 14 attendees

Horticulture Workshop – 14 attendees

Natural Resources Workshop – 8 attendees

Agricultural and Industrial Power Workshop – 13 attendees

Teacher Induction Program – 54 attendees

Ag Education Summer Conference – 376 attendees

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), The Ohio State University CETE, and Ohio Department of Education (ODE) facilitated the review. As a result, a new scope of work and a four-course sequence of rigorous, career-technical education curriculum on advanced materials joining aligned to the Ohio's Engineering and Science Technologies and Manufacturing Technologies Career Field Technical Content Standards have been developed.

In collaboration with Ohio's Regional Tech Prep Centers, 112 workshops were held to educate secondary and postsecondary faculty, counselors and administrators on the college credit opportunities their students can earn while in high school. A number of the workshops focused on helping districts shift to a pathway model based on courses, all of which are reflected on a new program of study design. Regional Center staff also participated in a number of community events to promote career-technical education programs to students and parents. Overall, these activities brought together more than 5,900 representatives from Career-Technical Planning Districts, colleges, business and industry as well as 15,000 students and their families.

The Ohio Association of Family and Consumer Sciences Annual Conference – Gateway to Healthy and Sustainable Families

Ninety Family and Consumer Sciences professionals attended the conference. Attendees learned about how to incorporate healthy and sustainable family practices into their careers and in classrooms.

The Ohio Association Teachers of Family and Consumer Sciences Summer Conference

Over 350 educators and administrators attended – This conference was titled

Conducted eight fall regional Family and Consumer Sciences professional development meetings. During these fall meetings attendees received updates on Family and Consumer Sciences Standards, CTE Initiatives and Important CTSO updates.

Met with school administrators and teachers to discuss standards updates, course development, licensure crosswalks, and student assessments. Continued the program conversion to courses rollout workshops.

Met with industry advisory councils to determine future trends and standards updates by career field. The State Construction Advisory Councils marketing and equity outreach committees are working on student focus groups and a strategic plan for recruitment/promotion of the career field. This process will be used across the career fields.

Provided teacher training through SkillsUSA (Career Tech Student Organization) 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.

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. Added the pathway charts to the Career Connections website.

Updated the contract with post-secondary institutions to train CTE instructors, requiring more accountability data.

The National Center for Construction Education and Research conducted training for master trainers and certification of teachers as trainers.

For colleges and Ohio Technical Centers (OTC), two statewide update/informational meetings (September 2014 and May 2015) and two new Perkins grant coordinators' trainings were conducted (December 2014 and April 2015) as professional development. New coordinators were informed of applicable rules, federal and state funding guidelines, accountability and performance requirements, received a new coordinators' handbook as well as given an opportunity to network with one another and ask state staff for clarification of their roles, Perkins regulations, etc.

Informational sessions on a performance-funding model for OTCs as well as policies pertaining to certificate program submissions were held at the annual Ohio ACTE summer conference that attracted approx. 500 CTE professionals.

Conducted six Regional Career Tech Leadership professional development meetings.

Conducted 330 CBI program reviews and based on the results of the reviews, approximately 40 follow up technical assistance visits were conducted.

In collaboration with CTE professionals, the Office of CTE provided the following professional development opportunities.

- Automotive Tech instructors, Automotive Collision instructors & Welding instructors

- SkillsUSA advisor training

- Woodworking in the Manufacturing field

- Business Marketing and IT Conclave for teachers

- Manufacturing program

- Health/Biomed meetings

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 FY15 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. Four concurrent sharing sessions were offered.

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. The CTE state director conducted a one-hour workshop. The Business, Art and Technology Assistant Director provided a 45-minute presentation.

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 meetings 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.

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.

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 (3 career centers and 1 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 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 CTSSO competitions align with the courses.

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

In collaboration with the Ohio Career-Technical Administrators (OCTA) association, two multi-session workshops for new/aspiring career-technical administrators were conducted. New administrators were informed about federal and state funding, rules, Perkins accountability and other relevant topics. In addition, two OCTA Conferences held during FY2014 provided administrator-targeted workshops on the electronic compliance monitoring system, CTE funding, the Super Circular, Ohio Articulation and Transfer Network (OATN) initiatives and CTE community schools updates.

In collaboration with the data and funding team, the Office of CTE conducted a statewide Fall CTE Work Force Development & Funding Meeting at Delaware JVSD. Approximately 120 CTE secondary members attended the fall meeting.

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?

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

Continued the 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.

Targeted the Equity grant toward Construction by contacting with the National Association for Partners in Equity (NAPE) to develop the outreach and recruitment toolkit.

At the Spring Postsecondary Perkins Informational meeting, two panels of practitioners presented effective practices used to positively influence this Perkins performance outcome. The attendees very well received this and meeting evaluations verified this. The state program office also encouraged all postsecondary Perkins grantees to become familiar with the state's workforce development website, www.ohiomeansjobs.com, to use with all students, including but not limited to students pursuing non-tradition programs, to assist with career assessment, advising and labor market information of high skill, high wage occupations.

National Alliance for Partnerships in Equity (NAPE) Stem equity program; Ohio Construction Advisory Council has established two committees for recruiting and marketing to non-traditional students. Participation in the Ohio Energy Workforce Consortia to develop a recruitment plan for non-traditional students and programming in the utilities industry.

Expanded the STEM equity project to a middle-grade pilot aligned with the previous and new high school projects. Another new component is a 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.

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?

Policy was revised to increase participation of students with individual career plans in CTE Technical testing.

The development of the Quality Program Standards to review CBI (Career-Based Intervention) programs. The Office of CTE implemented the review process and reviewed more than 300 CBI programs.

The development of a SkillsUSA membership for CBI students was revised to increase participation. Nearly 300 CBI students competed in the CBI Knowledge Bowl at the state SkillsUSA competitions.

During the work-based learning rollouts, industry and education are being encouraged to include more CBI and students with IEP's (Individual Education Plans) within the internships and pre-apprenticeship initiatives.

Provided the GRADS program to help students who are parents with credit recover and retaining of students.

Provided support for educators through professional development for teaching Career and College Readiness Skills with in the Family and Consumer Sciences Classroom.

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.

Did Ohio use Perkins funds to pay for roughly 300 CBI students to compete in the CBI Knowledge Bowl at the state SkillsUSA competitions?

Ohio did not use Perkins funds to support individual student membership, contest participation fees or associated student travel costs for the Skills USA activity.

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 the second round of Ohio's CTE program renewal initiative.

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, district policy, 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, student planning resources, and classroom materials). [2,745]

7/15/2014: SKILLS Summer Leadership Conference, presentation [50]

7/23/2014: Curriculum Network Leaders State Meeting, breakout session [30]

7/24/2014: Environmental Education Council of Ohio, presentation [20]

7/30/2014: Career Connections State Conference [60]

7/31 & 8/1/2014: Ohio Association for Career Technical Education State Conference, breakout session [100]

8/4/2014: Ohio Association for Teachers of Family Consumer Science State Conference, breakout session [50]

8/7/2014: Mid-Ohio Educational Service Center Administrative Leadership Conference, breakout session [20]

8/8/2014: Stark-Portage Area Computer Consortium Conference, breakout session [25]

9/3/2014: Wayne County Counselor Association Meeting, presentation [40]

9/3/2014: Ohio Inter-Agency Council for Environmental Education Meeting, presentation [10]

9/17/2014: Ohio Educational Service Center Association Conference, presentation [20]

9/19/2014: 21st Century Community Learning Centers Conference, breakout session [30]

9/19/2014: Career Assessment Specialist Meeting, presentation [30]

9/23/2014: CBI Board Day, presentation [20]

9/24/2014: Muskingum Valley Educational Service Center Conference, presentation [30]

9/24/2014: Tech Prep Fall Meeting, presentation [50]

9/26/2014: Northwestern Local Schools, OhioMeansJobs K-12 student presentation [300]

10/1/2014: High Schools That Work Conference, presentation [35]

10/3/2014: Teaching Professions Career Field Meeting, presentation [40]

10/15 & 10/16/2014: Special Education Leadership Conference, presentation [150]

10/16/2014: Mid-Ohio Educational Service Center School Counselor Network, presentation [20]

10/16/2014: Warren County Career Development Fall Meeting, presentation [40]

10/17/2014: East Central Educational Service Center Professional Development Conference [50]

10/23/2014: Tolles Tech Career Connections Conference, presentation [100]

10/23/2014: OCTA Fall Conference, presentation [50]

10/23 – 10/25/2014: Ohio Educational Library Media Association, presentation and vendor table [20]

10/30/2014: SKILLS USA Fall Conference, presentation [100]

11/5 – 11/7/2014: All Ohio Counselors Conference, presentation and vendor table [150]

11/12/2014: Ohio School Improvement Institute, presentation [60]

11/19/2014: Business Professionals of America Fall Conference, presentation [150]

11/21/2014: Lodging Pathway Meeting, presentation [10]

11/25/2014: Northeast CBI Regional Meeting, presentation [15]

12/2/2014: Akron School Counselor Summit, presentation [90]

12/9/2014: Trumbull County Counselor Meeting, presentation [40]

1/28/2015: 2015 Ohio ACT Conference, breakout session [50]

1/30/2015: Ohio School Counselors Association Meeting, presentation [25]

2/3/2015: Statewide Expanded Learning Summit, breakout session [50]

2/4/2015: OhioMeansJobs K-12, student presentation [70]

2/12/2015: Ohio Educational Technology Conference, breakout session and vendor table [45]

2/25/2015: Ohio ASCD Conference, breakout session [55]

3/14/2015: Educational Service Center of Central Ohio IEP Clinic and Resource Fair, vendor table

3/18/2015: Hamilton County Educational Service Center, presentation [40]

3/27/2015: Tri-County Career Center Future Fair, OhioMeansJobs K-12 student presentation [30]

4/15/2015: Ohio Educational Service Center Spring Conference, presentation [30]

4/17/2015: Ohio Technology Summit, breakout session [30]

5/4/2015: Ohio ACTE Career-Based Intervention Conference, roundtable [20]

5/5 – 5/8/2015: Ohio ACTE Success Series: Career Connections [55]

5/18/2015: Pathways to Success Conference, presentation [30]

5/22/2015: Adams County/Ohio Valley Schools Meeting, presentation [140]

6/11/2015: MVECA Summer Learning Academy, breakout session [20]

6/23/2015: Ohio School Counselor Association Summer Academy, presentation [50]

The Office of CTE provided teachers and administrator with

Spring meetings (9) locations around Ohio for FCS and GRADS

Summer Ohio Association Teachers of Family and Consumer Sciences Conference

All-Ohio Career Technical Education Conference

Fall Regional Meetings for FCS/GRADS

Committee conference calls and webinars

Continued providing leadership skills, success models, training for students and teacher advisors each year through workshops and through educational conferences (e.g. OCTA, ACTE, OTIESA, SkillsUSA, High Schools That Work, etc.).

Continued rollout workshops on how to utilize the updated technology (e.g. On-line program application, enhanced CTE-26) and how to prepare the Program of Study with the new courses.

Continued attending organizational board meetings (e.g. Ohio Nursing Board, Ohio Peace Officers Training Academy, Ohio State Board of Cosmetology, Pharmacy Board) and meet with regulatory agencies (Department of Public Safety, Attorney General's Office) for program updates and standard reviews.

Continued participation in Career Days and educational events/conferences (e.g. National Health Science, Project-Lead-The-Way, Firefighters).

Met with the Industrial Coatings representatives to enhance a new pathway within construction. American Association of Family and Consumer Sciences webinars

The ODHE provided assistance to all forty-six (46) Perkins' funded college and OTC fiscal agents and consortium members through paper, telephone, email and face-to-face channels, including ongoing technical assistance, two statewide meetings, two new coordinators' workshops and several conference calls and webinars to discuss Perkins compliance, performance, and accountability and monitoring.

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.

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.

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.

From 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 ODHE 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, and accountability and monitoring.

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, Perkins monitoring procedure, Time and Effort requirements 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 ODE and ODHE extended similar assistance to adult workforce education and community college recipients.

The Administrative Field Services conducted the annual Comprehensive Continuous Improvement Planning Application (CCIP) workshop for all secondary, postsecondary and adult Perkins recipients. This workshop was designed to assist districts with their annual funding application.

The Administrative Field Services conducted the annual CTE Electronic Compliance workshop for all secondary Perkins recipients. This workshop provided a comprehensive overview of the Perkins electronic monitoring process.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

382800.8

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

8304

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 \$382,800.80. The amount allocated to the Ohio Department of Youth Services was \$191,400.40, while the allocation to the Ohio Department of Rehabilitation and Correction was \$191,400.40.

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 FY 2015 was 1152. The number of students served in the Ohio Department of Rehabilitation and Correction was 8,304. 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 consisted of both 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 23 adult prisons, with 92 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.

Part II: State Institutions Serving Individuals with Disabilities

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

382800.8

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

602

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

During FY2015, the number of students with disabilities served in career technical programs was approximately 602. Of this number, 587 were served in the Ohio Department of Youth Services CTE programs, and approximately 15 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 students with disabilities is that programs were provided with Specially Designed Instruction, Accommodations, Modifications and Related Services indicated in each student's Individual Education Program (IEP.)

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

Yes

Pursuant to practice initiated last year with legislative changes from HB59, all new public charter schools in FY15 (known as "community schools" in Ohio) that serve grades 7-12 were assigned to a Career Technical Planning District (CTPD).

New programs in public charter schools were again initiated via the CTE-26 process, which included input and review by the CTPD's. Some CTPD's, including Ohio's largest comprehensive CTPD's, are independently meeting with public charter schools to plan for new CTE programs by thoroughly explaining the processes and requirements. They are also explaining their process for enrolling charter school students into existing CTE programs within the CTPD. Far more charter school administrators have been attending CTE programs that provide technical assistance, such as the Ohio ACTE conference, than in previous years.

The new SkillsUSA career-technical student organization providing membership for students in dropout prevention CBI programs is particularly appreciated since the vast majority of such programs exist in charter schools.

Two new charter schools were initiated in Eastern Ohio that provide CTE programs specifically targeted to the Shale Oil Industry

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. Innovative delivery models, including online and blended learning programs are being developed, 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

Initiated a pilot program with college credit attached to allow students the ability to receive college credit during their high school careers

Integrated ServSafe level one credential through the Healthy and Safe Foods and Healthy Living FCS courses.

Integrated FCCLA career development activities in to the curriculum in Family and Consumer Sciences courses.

Researched and Developed new standards and courses for FCS and GRADS. As a result, converting the GRADS curriculum from a program to a course allowing more students access to the curriculum.

A number of Family and Consumer Sciences programs piloted the Foundations of P&C Insurance Blended Learning Course

Conducted eight Spring Regional Family and Consumer Sciences Professional Development Meetings - CTE Initiatives and Standards Update. Teachers and Administrators received updates on the new FCS standards, testing, and new CTE initiatives.

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

Worked with the GED Team to redesign the system and integrate a higher level of competencies. Introduced a new Adult Diploma and 22 Plus Programs to expand the high school graduation options.

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.

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.

Consolidated Annual Report, Program Year 2014 - 2015

Ohio

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 (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 all Ohio CTE pathways and 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.

During the career field content standard updates, continued alignment with the common core, twenty-first century skills, post-secondary articulation requirements, and industry 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 ODHE provided information through the ODHE website to all Perkins recipients on various career-technical education initiatives that affect students attending Perkins institutions.

The ODHE provided technical assistance through site visits, conference calls, meetings on request, formation of committees to address policy changes and issues, and funding to support articulation and transfer administration work specific to the development of credit transfer between secondary and postsecondary education.

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 Office of CTE continued work on updating career field technical content standards. Content Standards for Business, Finance, Agriculture, Marketing, Arts & Communication and Human Services career fields were developed last year and are available for use in Ohio CTE programs. All of Ohio's content standards were developed with industry and education subject matter experts, aligned with national common core and 21st century skills, as well as the ODHE learning objectives for articulation and credit transfer.

During the standards updates, continued to meet with post-secondary partners to develop articulated credit based upon the aligned secondary with post-secondary standards, co-develop courses and assessments. Met with a consortium of manufacturing companies to develop a new two-year associate degree in manufacturing operations.

Developed a career pathway plan for industry, cross-walked the standards, to the adult education program for Facility Maintenance, identifying industry certifications and skill requirements for both secondary and adult. The Ohio Department of Transportation human resource managers toured the career-technical education facility (Eastland Career Center) and connected their curriculum requirements to the secondary and adult programs.

Created pathway charts by occupations for students and parents to be used with the new OhioMeansJobs (OCIS – Ohio Career Information Systems) career-planning network. In addition, added Middle School courses to the OCIS.

Met with several labor organizations to ensure their curriculum aligns with the state standards. Assisted in setting up new charter schools, alignment of teacher credentials, and internship/pre-apprenticeship opportunities. The International Brotherhood of Electrical Workers (IBEW) gave their curriculum to a couple of career centers to assist in teaching their competencies.

Various consultants co-presented at the annual Ohio Apprenticeship Council Conference outlining a joint plan for pre-apprenticeship program certifications and a new state recognition certification for secondary schools. Two schools met the eleven requirements for a high-quality pre-apprenticeship program (i.e. Miami Valley Career Center and Upper Valley Career Center).

The State of Ohio's Office of Workforce Transformation facilitated state agencies and local institutions of these agencies in stakeholder meetings to inform the development of an Ohio Combined State Plan in alignment with the new Workforce Innovation and Opportunity Act (WIOA). Perkins is a required partner in this legislation and the state office and local postsecondary Perkins providers participated in regional forums to provide input to shape this Plan. WIOA updates were provided at all postsecondary Perkins informational meetings and new Perkins Coordinator trainings.

The Office of CTE continued work on updating career field technical content standards. For FY15 this included Agricultural and Environmental Systems, Arts and Communications, Business, Marketing and Finance career fields.

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. 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 post-secondary 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. Training was provided to teachers, counselors, and administrators in the use of the system to support career advising and counseling with students. [1,215]

7/24/2014: Career-Based Intervention preparation program, OhioMeansJobs K-12 presentation [30]

8/11/2014: OhioMeansJobs K-12 training, Parma [40]

8/19/2014: OhioMeansJobs K-12 training, Wokini [25]

8/27/2014: OhioMeansJobs K-12 training, State Support Team Consultants [15]

8/29/2014: OhioMeansJobs K-12 training, Forest Hills [25]

9/9/2014: OhioMeansJobs K-12 training, Pioneer Career-Technical Center [5]

9/12/2014: OhioMeansJobs K-12 training, Southern Ohio Educational Service Center [40]

9/16/2014: OhioMeansJobs K-12 training, Sylvania [20]

9/26/2014: OhioMeansJobs K-12 training, Mad River [20]

9/30/2014: OhioMeansJobs K-12 training, Tri-Rivers Career Center [30]

10/2/2014: OhioMeansJobs K-12 training, Auburn Career Center [20]

10/3/2014: OhioMeansJobs K-12 training, Great Oaks [125]

10/8/2014: OhioMeansJobs K-12 training, Pickaway-Ross CTC [50]

10/22/2014: OhioMeansJobs K-12 training, Medina [20]

11/4/2014: OhioMeansJobs K-12 training, Columbus City Schools Transitions Coordinators [25]

12/12/2014: OhioMeansJobs K-12 training, Miami Valley CTC [30]

12/17/2014: OhioMeansJobs K-12 training, Hopewell [15]

12/17/2014: OhioMeansJobs K-12 training, Brown County Educational Service Center [10]

1/13/2015: OhioMeansJobs K-12 training, Little Miami [10]

1/14/2015: OhioMeansJobs K-12 training, Mayfield [50]

1/16/2015: OhioMeansJobs K-12 training, Black Rivers [80]

1/16/2015: OhioMeansJobs K-12 training, Miami Valley CTC [50]

1/16/2015: OhioMeansJobs K-12 training, Galion [50]

2/3/2015: OhioMeansJobs K-12 training, Medina County Career Center [30]

2/13/2015: OhioMeansJobs K-12 training, GEAR UP Ohio [60]

3/5/2015: OhioMeansJobs K-12 online training, JFS [185]

3/17/2015: OhioMeansJobs K-12 training, Cincinnati Public Schools [30]

3/31/2015: OhioMeansJobs K-12 training, West Lafayette [40]

4/2/2015: OhioMeansJobs K-12 training, New Lexington [25]

4/6/2015: OhioMeansJobs K-12 training, Newark Digital Academy [35]

4/16/2015: OhioMeansJobs K-12 training, Thornville [25]

Incorporated Ohio Means Jobs into Career Courses through the creation of backpacks.

Family and Consumer Sciences Career Courses offered internships along with the opportunity to attend career and college fairs.

Pilot Course- Foundations of P&C Insurance Blended Learning Course

4 High Schools participated: Madison Plains, Benjamin Logan, Indian Lake, Fairview

Three articulate credit hours with Kent State University

An industry credential will be awarded upon passage of test

Thirty-five students received the college credit and the credential

Mentorship and Internship courses developed through FCS Career Search course(s) that requires students to complete 20 or more hours of a mentorship or internship.

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

Following the Perkins IV Transition Year, a POS template was completed. It included an indication of what coursework was eligible for articulated credit, including statewide articulation, AP, high school postsecondary option, Dual Credit, bi-lateral agreement and Seniors-to-Sophomores credit. The POS template continued to be used by school districts. This is intended to facilitate that all new and transitioning CTE programs will incorporate a POS by June 30, 2014.

The ODE and ODHE 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.

A number of schools have articulated agreements for Family and Consumer Sciences courses for the courses Personal Financial Management II, Healthy Living, Career Search II and Manage Transitions.

Through the Family and Consumer Sciences license, teachers were able to offer the health credit through FCS Healthy Living course. This provided students the opportunity to receive both career tech education and meet their requirement for health.

The ODE and ODHE continued expanding the Career-Technical Credit Transfer (CT2) initiative. This initiative facilitates statewide credit transfer among public high school, career-technical, OTC and college/university institutions. ODHE 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 that offers the career field. This work continued through FY 2015 and beyond.

Another relevant agency initiative was The Secondary Career-Technical Alignment Initiative (SCTAI). It is a collaborative effort between the Ohio Department of Higher Education, the Ohio Department of Education (CTE), and Ohio's public institutions of higher education. The goal of this initiative is to explore the creation of additional Career-Technical Assurance Guides (CTAGs), or statewide articulation agreements, specifically for secondary high school students who complete agreed upon Career-Technical coursework and assessments. This is accomplished through curriculum alignment of secondary career-technical content standards and post-secondary coursework. Increasing the number of secondary career-technical articulation agreements that:

- Encourage new and expanded post-secondary credit opportunities for secondary students in career-technical education.

- Reduce the likelihood that a student would repeat technical content in which they can demonstrate knowledge and skill, and

- Support Ohio's comprehensive credit transfer system.

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 revised POS template expands 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.

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 ODHE 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

The Ohio FFA planned and conducted a series of leadership workshops. Approximately 3,100 students attended the leadership trainings focusing on a variety of leadership development activities.

Ohio FFA (24,797 members) – More than 7,300 students and guest participated in 89 events judged by over 200 business/industry representatives during the Annual Ohio FFA Convention. More than 400 were determined eligible to compete nationally.

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

Planned and conducted the Ohio BPA Fall Leadership Conference. Approximately 1500 student and adult members attended the Fall Conference. Varieties of focused leadership training sessions were conducted and new state officers were elected.

Provided training for state officers that provided statewide leadership to the organization as well as wrote speeches and delivered presentations to small and large groups.

Provided multiple scholarships for student members

Maintained a state website

Planned and hosted two Ohio BPA Executive Board planning and advisory meetings

Planned and conducted the Ohio BPA State Leadership Conference. Approximately 1,500 students attend the conference from 19 regions and competed in 50 different events.

Participated in the National Leadership Conference. Approximately 400 students participated.

Maintained statewide communications, marketing, and network with businesses

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 1800 student and adult members attended the Fall Conference. Varieties of focused leadership training sessions were conducted and new state officers were elected.

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

Planned and conducted the Ohio DECA Career Development Conference. Approximately 2,000 students attended the conference from 12 districts and competed in 47 different events.

Participated in the International Career Development Conference. Approximately 400 students competed from 60 schools. Ohio is always in the top five states with awards.

Maintained statewide communications, marketing, and network with businesses.

Provided support for Ohio DECA Summer Leadership retreat.

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

Planned and conducted Summer Leadership Conference. Over 248 students and advisors attended the camp and participated in leadership, teambuilding, competitive and service activities.

Provided opportunity for State and National Officers to attend the Washington Leadership Training Institute.

Provided professional development training for Chapter Advisors. Over 67 Advisors attended Chapter Management training and Curriculum workshops.

Provided professional development rollout for CBI instructors. Over 30 instructors attended

Planned and conducted the SkillsUSA Ohio Fall Leadership Conference. Approximately 1300 student and adult members attended the Fall Conference. A variety of focused leadership and employability training sessions were conducted and new regional officers were elected.

Provided leadership for six Regional SkillsUSA Championships that served over 5400 students and advisors.

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 attended to support the event.

Over 38 students and 26 advisors participated in the National PREP Conference

Over 360 students and advisors attended the National Leadership and Skills Conference. Ohio brought home 58 medals and had two national video champions, 2 national model of excellence chapters.

1. Provided multiple scholarships for student members.

What were the scholarships used for?

Ohio did not use Perkins funds to support student scholarships. Ohio Business Professional of America (BPA) organization supported and funded the multiple scholarships for student members.

Scholarships are awarded to selected applicants who plan to pursue a two-or four-year post-secondary program in business, administrative services, management, finance, information technology, marketing, or entrepreneurship.

2. Were Perkins funds used to support students that participated in CTSO competitions?

Ohio did not use Perkins funds to support individual student membership, contest participation fees or associated student travel costs for CTSO activities.

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

Perkins secondary and postsecondary (colleges and OTCs) grantees are required to provide evidence of local activities addressing all aspects of an industry. This information was verified and documented during the e-monitoring process.

The new pathway and course model aligns all career tech programs to industry standards.

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

Ohio has initiated a process to reconsider its pathways and to create courses for its CTE workforce development programs. In the fall of FY2015, courses became available for Business, Finance, Agriculture, Marketing, Arts & Communication, and Human Services. Pathways in Hospitality, Family and Consumer Sciences and GRADS initiated course development in FY2015 with the courses to be available in fall 2016.

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

No

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

Created the Middle School Validation Process for middle school teacher development for career-technical education courses.

In collaboration with the Ohio Career-Technical Administrators (OCTA) association, two multi-session workshops for new/aspiring career-technical administrators were conducted. New administrators were informed about federal and state funding, rules, Perkins accountability and other relevant topics. In addition, two OCTA Conferences held during FY2014 provided administrator-targeted workshops on the electronic compliance monitoring system, CTE funding, the Office of Management and Budget (OMB) Super Circular, Ohio Articulation and Transfer Network (OATN) initiatives and CTE community schools updates.

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 compliant with current regulations regarding student employment and work experience.

Consolidated Annual Report, Program Year 2014 - 2015

Ohio

Step 4: Technical Skills Assessment

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

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

Consolidated Annual Report, Program Year 2014 - 2015

Ohio

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.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their original academic pursuits.	A meeting will be conducted that will include the Postsecondary CTE and Articulation & Transfer staffs to conduct a data analysis of why transfer and retention numbers have decreased.	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN) staffs.	03-01-16
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their	Postsecondary CTE and Articulation & Transfer staffs will worked together, based on the data analysis results to develop workshops and information on how to support transfer and increase retention.	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN) staffs.	07-01-16

Core Indicator	Disaggregated categories of original academic pursuits.	Action step to be implemented	Staff member	Timeline
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their original academic pursuits.	A meeting will be conducted that will include the Postsecondary CTE and Articulation & Transfer	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN)	03-01-16
5A1	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. 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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A1	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. 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.	Providing mandatory statewide workshops on non-traditional recruitment and participation in conjunction with national partners, organizations, and other non-traditional stakeholders.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A1	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. However, the non-traditional	Providing on-site technical assistance to locals to assist in meeting the non-traditional performance measures. State staff monitoring activities will focus on non-traditional activities and strategies at each institution	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16

Core Indicator	Disaggregated categories of 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.	Action step to be implemented monitoring and technical assistance visits.	Staff member	Timeline
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	From a review of the data, the largest disparities are between male and female populations with female completion in non-traditional occupational	Providing on-site technical assistance to locals to assist in meeting the non-traditional performance measures. State staff monitoring activities will	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16

Core Indicator	Disaggregated categories of 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.	Action step to be implemented focus on non-traditional activities and strategies at each institution monitoring and technical assistance visits.	Staff member	Timeline
----------------	--	--	--------------	----------

Local Program Improvement Plans

The total number of eligible recipients that failed to meet 90% of the state adjusted level of performance for the core indicators of performance are as follows:

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their original academic pursuits.	A meeting will be conducted that will include the Postsecondary CTE and Articulation & Transfer staffs to conduct a data analysis of why transfer and retention numbers have decreased.	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN) staffs.	03-01-16
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their original academic pursuits.	Postsecondary CTE and Articulation & Transfer staffs will worked together, based on the data analysis results to develop workshops and information on how to support transfer and increase retention.	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN) staffs.	07-01-16

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	Ohio missed this measure within the 90% threshold by 0.44%. Based on a stronger economy, college enrollment numbers are lower at most institutions than previous years since Ohioans have more options to pursue employment. Outside of traditional reasons why students transfer or do not continue at an institution, employment opportunities could be a reason why students are foregoing their original academic pursuits.	A meeting will be conducted that will include the Postsecondary CTE and Articulation & Transfer	Postsecondary CTE and Ohio Articulation & Transfer Network (OATN)	03-01-16
5A1	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. 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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A1	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. 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.	Providing mandatory statewide workshops on non-traditional recruitment and participation in conjunction with national partners, organizations, and other non-traditional stakeholders.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A1	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. However, the non-traditional measures continue to be a	Providing on-site technical assistance to locals to assist 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	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16

Core Indicator	Disaggregated categories of concern and a challenge for Ohio due to economic, demographic, and traditional cultural values as it relates to certain occupations.	Action step to be implemented	Staff member	Timeline
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	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.	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.	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16
5A2	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.	Providing on-site technical assistance to locals to assist in meeting the non-traditional performance measures. State staff monitoring activities will focus on non-traditional activities	Postsecondary CTE staff -- Senior Director, Director, Assistant Directors	07-01-16

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	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.	and strategies at each institution monitoring and technical assistance visits.		

Postsecondary

2-year colleges -- 16

Ohio Technical Centers -- 20

Secondary

17 CTPDs missed at least one local target