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

End-of-course exams for the Agricultural and Environmental Career Field Courses (26 courses) were revised due to updated standards and courses.

Completed Introduction to Welding Course Webxam.

In order to maintain test validity and reliability, the Office of Career Technical Education (CTE) modified secondary technical skill assessments. The assessment tests address federal and state performance measures 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.

Developed end-of-course exams and standards for the Hospitality and Tourism career field.

Developed end-of-course exams for the Agricultural and Environmental Career Field Courses. In addition, due to updated standards and courses, revised 26 standards.

As a part of Ohio’s CTE State Technical Testing System and through ongoing testing item analysis by the Center on Education and Training for Employment (CETE) at The Ohio State University, maintained efficient processes for registering and administering Web-based test. The system benefited from continuous improvement to hardware and software needed to run the test administration and reporting program.

In the business career pathway, in consultation with CETE, the Department reviewed reliability for multiple business related assessments.

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

Created the Career-Technical Education Annual Program Review Compliance System through the Ohio Department of Education IT management systems for districts in the state of Ohio. The system provided districts with pathway level technical skill attainment, technical skill participation, and post-placement outcomes data. In addition, the Annual Program Review Compliance System includes established compliant thresholds off the career-technical planning district report card. Districts identified as noncompliant at the pathway level, completed the self-assessment based on Quality Program Standards created by career-technical education specialist. The goal of this new system was to provide districts with a data-driven tool to increase quality of career-technical education at the pathway level. This tool allows school districts to review, analyze data for decision-making and program improvement.
Career Connections is a joint initiative among the Governor's Office of Workforce Transformation (OWT), Ohio Department of Higher Education (ODHE) and Ohio Department of Education (ODE). This initiative continues to strengthen and increase linkages between student learning and future work. The Office of Career-Technical Education continues to lead these efforts by providing technical assistance to teachers, counselors and administrators around career advising and counseling, comprehensive district planning and classroom instruction. CTE continues to lead 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).
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?

The Career Technical Education program specialists assisted in the implementation 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 into this already established system allowed the office of CTE to assess and approve programs in a more efficient system for all stakeholders. The tool is more efficient since it reduces approval timeline.

Conducted 40 technical assistance site visits to Career-Technical Centers that administered Accredited Training Educational Facilities for National Conference of Campus Emergency Responders (NCCER) programming.

Approved approximately 2,000 CTE 26 applications in the new CTE 26 system created by career-technical education program specialist. Upgraded the system to meet end users’ needs.

In FY 2016, there were forty-six (46) postsecondary college and Ohio Technical Centers (OTCs) approved as Perkins grant fiscal agents, of this number, eighteen (18) institutions were formally monitored. The ODHE monitored these institutions for compliance by way of an electronic monitoring system designed by the Ohio Department of Education (ODE) and modified to include Ohio Department of Higher Education (ODHE) postsecondary Perkins recipients. The monitoring process is very comprehensive covering verification 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 compliance information (i.e., monitoring and performance documents) was reviewed and updated with FY2016 performance reports for all institutions being generated and posted on the ODHE website. For those failing to meet approved performance measures, ODHE offered technical assistance. There were five institutions selected to receive on-site technical assistance: Cuyahoga Community College, Northwest State Community College, Belmont College, Washington County Career Center and Tri-County Career Center. Institutions completed Performance Improvement Plans (PIPs) and provided follow-up reports to ODHE.

The ODHE and the ODE continue to work with the state-funded Tech Prep Regional Centers—which have the purpose of assisting in the development of bilateral agreements between secondary CTE and postsecondary institutions. Leadership funds continued to assist with the alignment of secondary career-technical content standards to college programs through the ODHE Articulation and Transfer area. The program it supports is the Secondary Career Technical Alignment Initiative (SCTAI). Through technical assistance, consultants continued to help create alignment and an assessment process around the ODE career-tech standards. Each of the Tech Prep regional centers generated an annual Tech Prep report highlighting programs of study work, career pathways support and communication to partners relative to credit transfer.

Visited multiple Schools across the state of Ohio 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.

Reviewed and updated, all state-level Perkins monitoring, risk-assessment and performance documents, posted on the Ohio Department of Education website. This included the Performance Calculations, Indicators of Performance Master Document, Performance Reports and Target Worksheets.

Monitored one-third of Ohio’s 91 career-technical planning districts (CTPDs) for compliance with Perkins regulations. This comprehensive electronic monitoring process included verification of an annual stakeholder meeting with business/industry representatives, Time and Effort guidelines and others to assess local career-technical education program performance.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?
SkillsUSA Ohio expanded online event registration and communication to instructors, advisors and industry partners using a common and replicable platform. The ODHE continues to improve and modify the data reporting system and process specific to reporting of Ohio Technical Center (OTC) data into the Higher Education Information System (HEI). The system captures all course/program information and student demographics for each student enrolled in all OTCs, allowing a longitudinal alignment with college and university information. FY2016 is the third year that the database will be used to produce OTC data for Perkins accountability reporting in the Consolidated Annual Report (CAR). The ODHE continues to work diligently to ensure the system is operating effectively and efficiently.

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

Business Technology Association (BTA) developed workshops for preparing teachers to transition from programs to courses. During the professional development sessions, utilized the Dropbox tool to share data with Business and Marketing teachers. BTA arranged for videotaping the professional development sessions to share across the state.

Recreated the Ohio Business Professional of America (BPA) website to better share resources and communicate with teachers.

Met with school administrators and teachers to discuss the utilization of technology delivered career-tech courses.

Provided technical assistance in using online forms to administrators and educational staff concerning CTE programs.

Provided individualized and targeted professional development to one-third of Ohio’s 91 Career Technical Planning Districts (CTPDs). The Office of CTE accomplished this task through phone and on-site technical assistance visits with each new CTE director. This allowed them to be better prepared.

The Office of CTE continues to monitor Perkins grantees by way of the electronic monitoring system. The Perkins CTE Electronic Compliance system streamlined and centralized the entire manual process. The Office of CTE successfully monitored 30 CTPD’s using the newly updated CTE compliance electronic process. The Ohio Department of Higher Education successfully monitored 18 institutions by way of the electronic process. Collaboration will continue between ODE and ODHE to improve this Perkins grant requirement.

An online Middle Level instructor validation process was developed and implemented to support the HB 59 expansion of Middle Level CTE education in Ohio. The Office of CTE issued over 91 registrations for middle school teachers, with 50 certifications.

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?

In FY2016, the office of CTE conducted and hosted various professional development opportunities for constituents such as CTE teachers and administrators.

- Agricultural Experience Tracker Workshop (142 attendees)
- Animal Science Workshop (84 attendees)
- Horticulture Workshop (16 attendees)
- Natural Resources Workshop (11 attendees)
- Agricultural and Industrial Power Workshop (16 attendees)
- Teacher Induction Program (42 attendees)
- Ag Education Summer Conference (180 attendees)
- Apprenticeship Rollout Workshops (788 attendees-10 rollouts statewide)
- Spring Culinary Arts Seminar (50 attendees)
- Family and Consumer Sciences Supervisors Seminar (20 attendees)
Ohio Association Teachers of Family and Consumer Sciences (287 attendees)

Jump Start Teacher Financial Literacy Training (20 attendees)

Four Spring Regional Family and Consumer Sciences Professional Development Meeting - CTE Initiatives and Standards Updates. Teachers and Administrators received updates on the new FCS standards, testing, and new CTE initiatives. Conducted Supervisors of Family and Consumer Science Meeting held in the fall to provide CTE initiatives and standards updates.

Ohio Association of Family and Consumer Sciences Annual Conference (80 attendees) Attendees learned about how to incorporate healthy and sustainable family practices into their careers and in classrooms.

Ohio Association of Teachers of Family and Consumer Sciences Summer Conference. Conducted a conference called Impact 2016 for approximately 300 educators and administrators. Attendees received information on the newly released Family and Consumer Sciences courses.

Four 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.

Conducted six National Conference of Campus Emergency Responders (NCCER) instructor training certification workshops

Conducted Automotive Tech instructors ASEtraining (2)

Automotive Collision instructors Safelite training

Ohio Trucking Maintenance Council instructors workshop

Manufacturing instructor training

SkillsUSA Chapter Advisor training

Career Based Intervention/Ohio Means Jobs training sessions

Seven Health Instructor Curriculum Workshops

Six Trade and Industrial Supervisors regional meetings

Two Construction/Apprenticeship workshops

Three Opening School in-service presentations – SkillsUSA

Ohio Trade and Industrial Supervisors (OTIESA) conference presentations

Supported Ohio Association for Career and Technical Education (ACTE) Success Series

For colleges and Ohio Technical Centers (OTC), two statewide informational meetings (September 2015 and April 2016) and one new Perkins grant coordinators’ training was conducted (October 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 and Perkins regulations.

In June 2016, The National Alliance for Partnerships in Equity (NAPE) provided technical assistance to 35 postsecondary Perkins grant administrators representing 11 colleges and 16 OTCs. The emphasis was on providing tools, resources and strategies for programs to increase their performance in the two Perkins performance measures of non-traditional student participation and placement. The strategies presented could also assist in the retention of students. Participants received the two meetings very well.

Held informational sessions on a performance-funding model for OTCs as well as policies pertaining to certificate program submissions at the annual Ohio Association of Career Technical Education (OACTE) summer conference that attracted approximately 500 CTE professionals.
Conducted six regional Career Tech leadership professional development meetings in fall 2015. Developed to assist teachers to integrate Career Technical Student Organization (CTSO) activities into the classroom instruction and meeting Career and Technical Education standards.

Shared unit on integrating Interview Skills competitions into classroom instruction.

Gave examples of how to integrate CTSO competitive events into classroom instruction.

Six Regional Career Tech Leadership professional development meetings in spring 2016. Developed to assist teachers in developing resources/instructional materials for new courses.

The Office of CTE participated in the following series of conference: OCTA, OTIESA, Ohio ACTE, Ohio Legislative Seminar and Supported Ohio ACTE Success Series.

Staff assisted in program professional development for the Business and Marketing Conclave. Conducted an hour presentation by the Business, Art and Technology Assistant Director and staff.

The Business, Marketing and Finance consultant provided a summer workshop for new teachers.

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.

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

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 provided teacher training through Ohio BPA Advisor Workshop, covering leadership skills, integrating CTSO resources into the classroom to collect data, and utilizing the service component to create service-learning projects to engage students.

High Schools That Work (HSTW) provided professional development opportunities to schools in a variety of delivery methods throughout the school year:

Ohio HSTW has a statewide conference each year that focuses on school Improvement for high schools, middle grades schools and career centers.

The 17th Annual Ohio School Improvement Institute Conference had 589 attendees in FY2016. The conference is a best-practice sharing event that is not restricted to HSTW schools, but invites professionals to attend and present from all Ohio schools.

Ohio HSTW is an active member of the National Southern Regional Education Board (SREB) initiative. Ohio has the largest number of active schools in the National HSTW & Making Middle Grades Work Network.

Four regional offices delivered professional development directly to schools in their region.

Each region has an annual ‘showcase of quality practices” to sharing Ohio success and strong implementation of HSTW/MMGW concepts.

Regions support professional development requested by individual schools and clusters of schools working together.

Provided 85 professional development session directly to HSTW by the regional offices: 52 high school and 33 middle grades sessions.

On April 22, Dr. Raul Soto presented on Ohio’s The Workforce Innovation and Opportunity Act (WIOA) combined plan with Perkins to a group of over 50 postsecondary administrations who met at the Ohio Department of Transportation for their spring meeting.
In collaboration with the Ohio Department of Education, the Tech-Prep regional group conducted the Health Standards Spring Workshops in the Central, Southwest and Southeast regions of the state. Over 50 teachers attended the workshops that focused on providing secondary and postsecondary instructors with health standards and postsecondary pathway opportunities, including an employer panel of major regional business representatives.

On April 21 conducted the Tech-Prep quarterly meeting and updated over 40 Tech-Prep regional coordinators around the state on statewide articulation options (CTANs) and College Credit Plus, and provided Regional Center staff the opportunity to share effective practices around the state.

Michelle Ward, Tawanna Fields-Mphande and Ray Timlin conducted and completed a civil rights review of Cuyahoga Valley Career Center and prepared the Letter of Findings.

In collaboration with Ohio’s Regional Tech Prep Centers, held multiple workshops 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 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.

May 3, the Tech Prep East Central Regional Center hosted the first of six-quality program review training at Portage Lakes Career Center. Over 30 secondary administrators attended.

May 19, the Tech Prep Southwest Regional Center hosted a quality program review training for secondary administrators at Miami Voice of America Campus.


June 14 - The Southwest Regional Tech Prep Center hosted a student aviation day.

June 22 - The Tech Prep coordinator attended the Ohio Ex-Offender Reentry Coalition quarterly meeting at Sinclair Community College on behalf of the state superintendent.

In collaboration with the Ohio Career-Technical Administrators (OCTA) association, conducted two multi-session workshops for new/aspiring career-technical administrators. Informed new administrators 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 Omni Circular, Ohio Articulation and Transfer Network (OATN) initiatives and CTE community schools updates.

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?

Ohio’s Construction Advisory Council has 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.

The office offered 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.

At the fall Postsecondary Perkins Informational Meeting, two panels of administrators presented on their strategies used to increase student success in the two non-traditional performance measure areas. One panel represented OTCs and the other represented colleges. A question-and-answer session was included to enhance the exchange of ideas and learning experience.
At the Spring Postsecondary Perkins Informational meeting, NAPE facilitated a formal presentation on strategies to improve Perkins performance in the two non-traditional performance measures. A well-received presentation resulted in a more formal two-day training for selected programs. Starting in January 2016, all OTCs were required to encourage new enrolled students to register on the Ohio Means Jobs website and keep a record of this. The Governor's Office of Workforce Transformation (OWT) also encouraged all postsecondary Perkins grantees, including colleges, 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-traditional programs, to assist with career assessment, advising and labor market information of high-skill, high-wage occupations and careers.

National Alliance for Partnerships in Equity (NAPE) Stem equity program: Ohio Construction Advisory Council 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.

Targeted the Equity grant toward construction by contacting with the National Association for Partners in Equity (NAPE) to develop the outreach and recruitment toolkit. The result of the two committees work and NAPE created an educator equity/outreach workbook “Build Your Future” providing teachers with classroom outlines as to how to explore the construction pathway. They also created a student/parent workbook showing the return on investment for construction occupations. Both are available on the Ohio Department of Education website under Construction Resources and Apprenticeships. NAPE also conducted micro-messaging workshops for several school districts and will be working with a new Mindset Workbook for the entire state.

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?

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

CBI Program Specialist has been engaged in meetings with the Office of Exceptional Children, Job Training Coordinators and the State Support Teams to insure special populations have quality access to all CTE programs.

Ohio High Schools That Work deliverables to all school for all students:

Key Practices: Connection to National HSTW parent organization Southern Regional Education Board.

On-site coaching delivered directly to schools.

Site Review Process self-reflection and external team review.

Action-based data and research to support decision-making and future initiatives.

Support Ohio HSTW/MMGW schools via the Ohio Regions web site.

Built networks of schools that clustered geographically to collaborate in planning the implementation of HSTW/MMGW.

Provided HSTW Comprehensive Continuous Improvement Plan (CCIP) Grants to schools for access and delivery of quality professional development.

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.
Career-Technical Education participated in a webinar titled Realizing Potential with Mindset, presented by the National Alliance for Partnerships in Equity (NAPE) through funding from Ohio Department of Education Office of Career and Technical Education, non-traditional grant. This interactive webinar used key concepts and activities from NAPE’s Realizing Potential with Mindset toolkit. This toolkit provided a research-based overview of the key characteristics of growth mindset, benefits, and strategies to employ in the classroom, and activities geared toward helping teachers and students reflect on and foster a growth mindset toward their non-traditional career field outreach to students. The Ohio Construction Advisory Council and Governor’s Office of Workforce Transformations, worked with the Ohio Department of Education and NAPE to complete two digital workbooks: Build Your Future for teachers, including classroom outlines on teaching exploratory construction careers, and an equity outreach for construction pathways to students and parents. Other career fields will follow this same template.

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

Standards Committee for Education and Training, and Family, Career and Community Leaders of America (FCCLA) conducted conference calls and webinars.

American Association of Family and Consumer Sciences conducted webinars and provided teachers and administers with the following:

Spring meetings (4) locations around Ohio for Family Consumer Science (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

Technical assistance was provided to eligible recipients on a broad variety of subjects including CTE-26’s, EMIS, program development and implementation, teacher leadership, licensure and business partnerships.

The ODHE provided assistance to all 46 Perkins’ funded college and OTC fiscal agents and consortium members through paper, webinar, telephone, email and face-to-face means, including ongoing technical assistance, two statewide meetings, one new coordinators’ workshop and several conference calls and webinars to discuss Perkins compliance, target setting, performance accountability and monitoring.

Provided on-site technical assistance to 76 eligible recipients on a broad variety of subjects including CTE26s, course development and implementation, curriculum standards, teacher leadership, licensure and CTSO integration. Provided additional assistance through telephone, email and face-to-face channels.

The HSTW Site Review Process (SRP) is the supporting process and change vehicle for continuous school improvement action planning. Teachers, administrators and site coaches developed the plan collaboratively. The high-quality school improvement plan identifies what a school is doing during the next 3-5 years. The HSTW Site Review Process includes an annual update as part of continuous improvement based on new data and identified needs. The SRP provides benefits to schools and districts as a document that includes an examination of all educational initiatives within the school. It aligns with best practice solutions to current and emerging needs (such as adopting to Ohio core, assessment process, teacher evaluations, etc.). The most important aspect HSTW/MMGW Ohio offered schools is the process check procedure. The HSTW/MMGW offered opportunities for discussion of how schools are doing, what needs to be done, and where they are with creating an education community that positively impacts student achievement. The HSTW/MMGW promoted a culture of caring and improvement. The HSTW/MMGW collaborated with schools in monitoring progress and sharing learning in the short term as well as in a five-year cycle of improvement.

Continued providing leadership skills, success models, training for students and teacher advisors each year through workshops and through educational conferences such as, the spring and Fall Ohio Career the Technical Administrator conference, Ohio Association for Career Technical and Adult Educators conference, SkillsUSA, and High Schools That Work conference.

Provided technical assistance to eligible recipients on a broad variety of subjects including CTE26s, EMIS, program development and implementation, teacher leadership, licensure and business partnerships.
The Office Career Technical Education Compliance team conducted the annual Comprehensive Continuous Improvement Planning Application (CCIP) workshop for all secondary, postsecondary and adult Perkins recipients. This workshop assisted districts with their annual funding application.

The Office Career Technical Education Compliance team conducted the annual CTE Electronic Compliance workshop for all secondary, postsecondary and adult Perkins recipients. This workshop provided a comprehensive overview of the Perkins electronic monitoring process.

The CTE Compliance team at the Ohio Department of Education provided assistance to all 91 career technical planning districts, adult workforce education providers, community schools and youth/adult corrections. Delivered technical assistance by means of 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, Risk-Assessment and other Perkins IV specific compliance requirements.

A strong emphasis was given to school performance and accountability, with presentations led by CTE Data Management team 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.

Revised the Perkins monitoring process to include the changes outlined in the OMNI 2CFR 200 Part D Post Federal Award Requirements – Sub Recipient Monitoring and Management section §200.331 Requirements for Pass-Through Entities. The new risk assessment process identifies which districts are high-risk prior to issuing the award. The CTE compliance staff provided an in-service, presentations and recommendations at the FY2016 Spring OCTA conference. The risk-assessment process included the following risk factors:

Previously noncompliant

Failure to meet accountability measures

New CTE personnel

Failure to meet required deadlines

Single-Audit Findings

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

382800

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

2884

Describe the CTE services and activities carried out in state correctional institutions.

The Office of CTE set aside 1 percent 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. The amount allocated to the Ohio Department of Youth Services was $191,400, while the allocation to the Ohio Department of Rehabilitation and Correction was $191,400.
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 FY2016 was 915. The number of students served in the Ohio Department of Rehabilitation and Correction was 1969. 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 provide graduates with valuable credentials, including Ohio Safety & Health Administration (OSHA) cards, NCCER certificates, American Welding Society (AWS) certification, ServSafe, Automotive Service Excellence (ASE), Ohio Nursery and Landscaping Association (ONLA), A Plus, Forklift, Barbering License, Cosmetology License, and Webxams. Department of Rehabilitation and Correction programs are available 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. The office maintains a listing of approved credentials and information of credentials earned.

Part II: State Institutions Serving Individuals with Disabilities

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

382800

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

708

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

During FY2016, the number of students with disabilities served in career technical programs was approximately 708, including 533 in the Ohio Department of Youth Services CTE programs and approximately 175 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 nondisabled students. The difference of students with disabilities is that programs were provided with Specially Designed Instruction, Accommodations, Modifications and Related Services indicated in each SWD’s Individual Education Program (IEP.) Students with disabilities received the same instruction as those with no disabilities. This was due to special accommodations making services effective.

There is no Perkins money specified for CTE special education purposes. However, the school districts in both the adult and youth correctional agencies receive federal IDEA money, some of which is expended in career technical programs.

Construction Program Specialists provided technical assistance to Ohio Department of Rehabilitation and Corrections to reorganize and transition the NCCER sponsorship to new administration and co-hosted NCCER Instructor trainings with Department of Rehabilitation and Correction.

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

Yes

Thirty-four Dropout Prevention Recovery schools received CTE funding through Career Based Intervention.

Provided professional development and technical assistance webinars and face-to-face meetings to charter school operators and sponsors regarding the development of and approval for CTE programs.
9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Conducted high-quality professional development for Hospitality and Tourism and Education and Training

Integrated FCCLA career development activities with Hospitality, Culinary, Early Childhood Education and Teaching Professions.

Integrated Educator Rising activities with Teaching Professions career field.

Developed 11 end-of-course tests for Hospitality and Tourism.

Developed instructional strategies for all Hospitality and Tourism courses.

Developed Education and Training Standards.

Created 11 Education and Training courses.

Created seven new FCCLA Hospitality and Tourism and Education and Training competitive events.

Served as Co-Chair of the national FCS standards review

Offered professional development to allow teachers to continue to offer high-quality instruction to their career tech students.

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

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

Supported teacher through professional development for teaching Career and College Readiness Skills with in the Family and Consumer Sciences Classroom.

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

Implementation of Career Based Intervention with an 18-21 year old population to provide education toward a high school diploma.

Membership of the new SkillsUSA career-technical student organization served as a dropout prevention measure.

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. Promoted OhioMeansJobs K-12 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.
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?

Career and Technical Student Organizations activities including competitions and leadership events, including State Officer trainings.

The Technical & Industrial (T&I) staff is engaged in a Center for Energy Workforce Development (CEWD) initiative through the Joyce Foundation and operated with American Electrical Power (AEP) and other utility companies across Ohio at the helm.

ODHE provided information through the ODHE website to all Perkins recipients on various career-technical education initiatives that influences students attending Perkins institutions.

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.

Created resources for teachers to implement the business competencies strand.

Approved new licensure options for Information Technology and Arts and communication career fields.

Provided leadership and support for the AC curricula and professional development.

Reviewed and refreshed exam items in the end-of-course exam bank.

Reviewed and proposed all specifications for software, equipment, tools and supplies to support the curriculum in two options:

Optional sole-source, vendor-prepared set of kits designed to effectively, safely and cost effectively support hands-on learning in projects where this option is appropriate.

A list of tools, equipment, supplies and special software that schools may use to acquire these items on their own.

Provided ongoing support to teachers using the technology designed specifically for the AC curricula.

Prepared the Summer Teacher Training Institute curriculum for teachers.

Provided AC certification to teachers participating in the Summer Teacher Training Institute and provide remediation support for those teachers not able to pass certification requirements during the training.

Facilitated a community of practice for teachers implementing the AC curricula.

Revised the curricula as needed and provided updated materials and continuous improvement reports to schools meeting the conditions outlined in this MOU.

Conducted continuous evaluations aimed at improving the effectiveness of AC.

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.

Reestablished the Ohio Jump Start with the resurgence of an Executive Board.
Partnership with Ohio Grains and Small Commodities for an FCCLA event “Product Development” –12 Culinary Arts teams participated.

Other Partnerships: (1) Columbus Culinary Institute to host state FCCLA Career Development Events and activities as well as professional development sessions. (2) Columbus Culinary Institute, Sinclair Community College, Stark State Community College and Lorain Community College to host regional FCCLA Career Development Events.

Completed content Standards Alignments in Engineering and Biomedical Sciences to align with Project Lead the Way curriculum.

Completed research and piloted middle school courses in construction.

Completed end-of-course test for Introduction to Welding.

Held meetings with Department of Public Safety to insure success of our student’s abilities to reach certification in Fire and EMT programs.

Completed the cosmetology agreement to insure CTSO participation is included in required program hours for students.

OWT facilitated state agencies and local institutions of these agencies in stakeholder meetings to continue the planning and implementation 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 continued to participate in regional forums to provide input to finalize this Plan. Moreover, provided WIOA information at all postsecondary Perkins informational meetings and the new Perkins Coordinator training. Dates and locations are found at: Office of Workforce Transformation.

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

The BTA consultants collaborated with Insure Ohio’s Future, a group to discuss increased opportunities and access for secondary and postsecondary students pursuing the insurance-related careers.

The BTA office maintains strong relationships with the national curriculum office, MBA Research and the state student CTSO groups. Ohio is an active member of the MBA Research organization.

The STEM and project-based AC curricula require students to work in teams, perform research and use technology to design, build and reengineer products, develop tests and analyze results. Students developed a strong numbers sense, learned to read complex texts and collaborated with others to solve real-world problems. Students learned how STEM knowledge supports the path to postsecondary education and a rewarding career. Ohio is active in the National SREB Advanced Career Curriculum Implementation. In FY2016 Ohio had five new Advanced Career Curriculums imitated at Cincinnati Woodward, Integrated Production; Warren Co. CTC, Aerospace; Northwestern HS, Clean Energy; Marion Harding HS, Global Logistics; Steubenville HS, Innovation Science & Technology.

ODE and the Ohio State Apprenticeship Council collaborated on a partnership to recognize high-quality career-technical education pre-apprenticeship programs. From that effort, the Governor’s Office of Workforce Development and Ohio State Apprenticeship Council issued new certificates to the career-technical education students who completed their pre-apprenticeship programs. Miami Valley Career Center received 38 certificates and Upper Valley received 30 certificates. Grant Career Center is a newly recognized pre-apprenticeship partner with the Ohio State Apprentice Council.

On April 21, the United States Department of Labor (DOL) announced the availability of up to $9.5 million in "apprenticeship accelerator grants" to support states efforts to expand apprenticeship opportunities. States can apply for up to $250,000 in accelerator grant funding over a two-year period. The accelerator grants are part of the Apprenticeships USA initiative. The Ohio State Apprenticeship Council, which includes the ODE as a partner, received a $200,000 planning grant and $2 million to expand apprenticeships in Ohio. Secondary students completing their pre-apprenticeship programs will be eligible for apprenticeship tuition toward their journeyperson status. These grants are a first of a series over three years funded by Apprenticeship USA, including an additional $52 million for expansion grants.

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

Yes
Local guidance counselors supported efforts that facilitated students participation activities listed below:

Hospitality and Tourism schools participated in Fabulous Foods Show in Cleveland.

Incorporated Ohio Means Jobs into courses.

Culinary Arts programs participated in a Chef2Chef training in Cleveland.

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

Incorporate Ohio Means Jobs into Career and College Readiness Courses through the creation of backpacks and uses of the wide variety of career resources.

Held 16 sessions to write the end-of-course assessments for the new Family and Consumer Sciences Courses.

Through a multi-agency state partnership, the ODE’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 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.

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

A number of schools have articulated agreements for FCS courses (Personal Financial Management II, Healthy Living, Career Search II and Manage Transitions).

96 percent of the Teaching Professions career field have been ODHE approved for the CTAG Introduction to Education.[PM1]

10 percent of early Childhood Education students received the CDA by graduation.

92 percent of Teaching Professions students receiving the CTAG “Introduction to Education.”

15 percent of local district offering the Health credit through FCS Healthy Living course.

30 percent of FCS receiving the Level One ServSafe credential.

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.

Through Family and Consumer Sciences courses, students received the Level One ServSafe and CPR credential.

The program of study template included in the CTE 26 application provides the opportunity for a district to indicate what coursework was eligible for articulated credit, including statewide articulation, AP, high school postsecondary option, Dual Credit, bilateral agreement and Seniors-to-Sophomores credit. The Program of study (POS) template continues being used by school districts. The inclusion of the program of study in our CTE 26 application ensures all CTE programs have a program of study within the secondary and postsecondary level articulation agreement.
ODE and the 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.

Another relevant agency initiative was the Secondary Career-Technical Alignment Initiative (SCTAI). It is a collaborative effort between the ODHE and ODE (CTE). 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 postsecondary coursework. Increasing the number of secondary career-technical articulation agreements that:

Encourage new and expanded postsecondary 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.

Support Ohio's comprehensive credit transfer system. https://www.ohiohigherered.org/sctai

Following the Perkins IV Transition Year, a Program of Studies (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, bilateral 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 of each year.

Ohio received a $2 million grant from the U.S. Department of Labor, through the Ohio Department of Job and Family Services, Ohio State Apprenticeship Council. Of those funds used approximately $500,000 in partnership with industry and postsecondary education to allow high school students completing their pre-apprenticeship programs to articulate their journey person credits toward an associate degree in their career field.

[PM1]Okay to start a bullet with a numeral

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 program of study template expanded the opportunity for secondary school districts to promote education planning with a variety of postsecondary opportunities including the 2- or 4-year college, apprentice and adult credentialing programs.

ODHE Transfer Assurance Guides (TAGs) process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs. State funding supports this process. ODHE had approximately 89 CTANs as of June 30, 2016 for secondary credit transfer.https://www.ohiohigherered.org/transfer/tag

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

Yes

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

More than 8,394 students and guests participated in 89 events judged by over 200 business/industry representatives during the Annual Ohio FFA Convention. More than 450 were determined eligible to compete nationally (Ohio FFA -25,804 members in 313 Chapters).

The Ohio FFA planned and conducted a series of leadership workshops. Approximately 3,500 students attended the leadership trainings focusing on a variety of leadership development activities.

The Department provided support for both professional and support staff to do the following SkillsUSA Ohio activities:
Plan and conduct Summer Leadership Conference-238 students and advisors attended the camp and participated in leadership, teambuilding, competitive and service activities.

Provide leadership support to World Skills Competitor – Spencer Wolf who competed in the 2015 World Skills Conference in São Paulo Brazil.

Provide Professional Development training for Chapter Advisors -58 Advisors attended Chapter Management training and Curriculum workshops.

Plan and conduct the SkillsUSA Ohio Fall Leadership Conference. Approximately 1300 student and adult members attended the Fall Conference. Conducted a variety of focused leadership and employability training sessions and new regional officers were elected.

Provide training for state and regional officers to provide statewide leadership to the organization as well as write speeches and deliver presentations to small and large groups

Provide leadership for six Regional SkillsUSA Championships that served over 6300 students and advisors.

Planned and conducted the SkillsUSA Ohio State Leadership and Skills Conference. Approximately 3,600 students attended and competed in Skilled, Technical and Leadership events. In attendance were over 650 industry, government and education partners to support the event. In addition, elected new state officers.

380 and advisors attended the National Leadership and Skills Conference where Ohio won 41 medals and had two national officers elected and one national model of excellence chapters.

The Department 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 1,700 student and adult members attended the Fall Conference. Conducted focused leadership training sessions and elected new state officers.

Planned and hosted two Ohio BPA Executive Board planning and advisory meetings, one advisor only meeting.

Planned and conducted the Ohio BPA State Leadership Conference. Approximately 1,600 attended from 19 regions and competed in 70 different events.

Participated in the National Leadership Conference. Approximately 500 students competed.

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. Conducted focused leadership training sessions and elected new state officers.

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

Provided 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 2,350 attended from 10 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.

Provided support for Ohio DECA Summer Leadership retreat.

On April 26, CTE Leadership supported the SkillsUSA event by serving as a judge for the Entrepreneurship event. Twelve teams representing different regions of the state shared their business projects on topics such as, computer services and automotive technology.
On April 28, CTE Leadership also supported the FCCLA student event by serving as a judge for the career exploration event.

Note: 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 experience in, and understanding of, all aspects of an industry. Verified this information and documented during the FY2016 postsecondary Perkins grant review and approval process within the Department’s Comprehensive Continuous Improvement Program (CCIP) system as well as the e-monitoring process.

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

The Office of Career-Technical Education continues work on updating career field technical content standards. Developed FY2016 content standards for Education and Training are all available for use in Ohio CTE programs. Developed all of Ohio’s content standards with industry and education subject matter experts, aligned with national common core and 21st century skills, as well as the Ohio Department of High Education learning objectives for articulation and credit transfer.

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. Ohio conducted 10 statewide pre-apprenticeship program rollouts to increase the number of schools offering internships and connecting apprenticeship programs. The schools participation went from 81 to 216 programs to formalize the process and connect more directly with industry.

May 9 - Tech Prep Northwest Regional Center hosted a quality program review training for secondary administrators at Owens Community College and the Tech Prep East Central Regional Center hosted a health standards and updates workshop for secondary teachers at Portage Lakes Career Center.

May 10 - Tech Prep Northeast and Northwest Regional Centers hosted a construction “Closing the Gap” workshop for regional secondary and postsecondary faculty and business leaders at Cuyahoga Valley Career Center and again on May 11, the Tech Prep Northwest Regional Center hosted a health standards and updates workshop at Ohio Hi Point Career Center. There were approximately 40-50 industry and education that attended and reported positive results as to starting additional pre-apprentice programs.

May 13 - Tech Prep Southwest and Southeast Regional Centers hosted a construction “Closing the Gap” workshop for regional secondary and postsecondary faculty and business leaders at Great Oaks Career Campuses. Also on May 13, the Tech Prep Northeast Regional Center hosted a health standards and updates workshop at Polaris Career Center.

May 16 - Tech Prep Central Regional Center will hosted a quality program review training for secondary administrators at the Delaware Area Career Center.

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?
Ohio has initiated a process to reconsider its pathways and to create courses for its career-technical education workforce development programs. In the FY2016, courses became available for Hospitality and Tourism career field. Pathways in Education and Training initiated course development in FY2016 with the courses to be available in fall 2016.

Ohio developed a new pre-apprenticeship course for concentrators to capture their work-based experiences through internships and pre-apprenticeship programs.

Advanced Career (AC) is an innovative initiative from the Southern Regional Education Board (SREB) and a consortium of states, creating programs of study that prepare high school students for careers and meaningful credentials or postsecondary certificates or degrees. The AC curricula blends learning experiences that advance students’ literacy, math, science and technical knowledge and skills, and strengthen the habits and mind for success. Understanding students’ interests, abilities and potential career goals, and possible educational and training paths leads to students’ deeper understanding of postsecondary education and workplace opportunities. This was new during FY2016.

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

Yes

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. During the 2015-2016 school year, 416 middle school teachers completed their online certification process to teach career-technical education at the middle school level.

May 18, 2016 - Ohio Department of Education Local Professional Development Committee (ODE LPDC) meeting. The role of the committee is to provide certified and licensed agency educators with the opportunity to maintain an active and current license by developing and submitting an Individual Professional Development Plan (IPDP), with goals aligned to the mission of the agency or the educator’s center or office. Every ODE employee wishing to obtain Continuing Education Unit (CEU) credit for license renewal must have their plan approved through the committee before completing CEUs or equivalent other activity (EOA). When a plan is not accepted, the applicant may resubmit it with modifications or appeal the decision to the committee.

In collaboration with the Ohio Career-Technical Administrators (OCTA) association, conducted two multi-session workshops for new/aspiring career-technical administrators. Informed new administrators about federal and state funding, rules, Perkins accountability and other relevant topics. In addition, held two OCTA Conferences during FY2016 and provided administrator-targeted workshops on the electronic compliance monitoring system, CTE funding, the Office of Management and Budget (OMB) Super Circular, Resident Educator and Mentoring Programs, CTE Professionalism: A Changing Landscape and Special Education: What a New Career Technical Administrator Needs to Know.

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

Yes

The Career-Technical Education (CTE) Apprenticeship Expert Advisory Group completed nine site visits and issued a draft report, which included the successful components and practices of those sites. Upper Valley Career Center was one of the nine sites. This report is the first public deliverable under this project. The intention is to help state and local leaders understand what is involved in aligning secondary CTE and apprenticeship programs and the diversity of approaches. Released a fall toolkit of technical assistance resources to leaders who wanted to build, scale and replicate such programs in their states and communities.

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.