Consolidated Annual Report, Program Year 2016 - 2017 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

Ohio utilized Perkins funds to support, improve, and expand our system of reliable and valid technical assessments. Technical assessment activities included:

Modifications to the secondary technical skill assessments to facilitate test validity and reliability. Ohio's tests are designed to address federal and state performance measures and assist with local improvement efforts. Ohio's technical assessment system complements classroom assessment systems and industry credentialing as a comprehensive system for assessing student performance and ensuring secondary to postsecondary credit articulation.

The office completed end-of-course tests for Engineering Principles, Digital Electronics, Engineering Logic, Principles of Manufacturing, Principles of Wood Construction, Fundamentals of Architecture, Fire I&II and EMT, Exercise Science, Medical Terminology, Anatomy & Physiology and Health Informatics Courses.

The web-based test system maintained as a part of Ohio's career-technical education State Technical Testing System benefited from a complete hardware and software redesign, which maximized efficiencies needed to run test registration, administration and reporting programs.

Completion of the Construction, Engineering, Health, and Law & Public Safety Courses for end-of-course assessments.

Utilization and support of ACT WorkKeys to assess workforce readiness skills as an option for Ohio graduation requirements.

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

Ohio utilized Perkins funds to support, improve, and expand our data and analytic capacity. Data and analytics activities included:

Major overhaul to Ohio's data systems to collect, store, and analyze CTE data. Ohio fully integrated the data system for collecting CTE data and calculating CTE funding with the larger EMIS (Education Management Information System) system that collects all K-12 education data in Ohio. This overhaul included new reports for school districts to use to verify accuracy of data, including detailed student reports on all accountability metrics, course and assessment alignment reports, as well as a new system for school districts to access reports.

Ohio expanded the metrics included on the CTE report card to include information regarding enrollment and more detailed disaggregation of metrics, including by student subgroup.

Updates to the Career-Technical Education Annual Program Review Compliance System through the Ohio Department of Education information technology management system for districts in the state of Ohio. The system provided districts with pathway-level technical skill attainment, technical skill participation and post-program placement outcomes data. School districts with low performance at the pathway level are required to complete a self-assessment based on Ohio's Quality Program Standards. Successive years of low performance result in corrective action plans and intensive technical assistance from the Ohio Department of Education.

The Department of Higher Education continued improving its data reporting system and processes specific to reporting of Ohio Technical Center data into the Higher Education Information System (HEI). The system captures all course/program information and student demographics for each student enrolled in all Ohio Technical Centers, allowing a longitudinal alignment with college and university information. The Department of Higher Education continued working diligently to ensure the system was operating effectively and efficiently.

Updated the HEI Submission Manual and shared with career center administrators. The document describes required data collection and submission policies and processes. In addition, the Department of Higher Education created and implemented Data Finalization Rules to assure there is a consistent approach for institutions to check and finalize data submissions.

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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?

Ohio improved systems for program applications, monitoring, and compliance in FY17.

Career-technical education staff monitored Quality Program Standards self-assessments through the agency's information technology system covering 91 Career-Technical Education Planning Districts (CTPDs). Staff completed more than 40 site visits offering career-technical programming support.

Career-technical education program specialists assisted in the implementation of an updated CTE program application process through the Ohio Department of Education information technology management system for local districts. The integration of the CTE program application into this already established system allowed the Office of Career-Technical Education to electronically approve programs using a more efficient system, which reduced the amount of time needed for the approval process. Upgrades to the system consisted of an import of courses function for program of study development; a withdraw function and a variety of layout changes. Additionally, the system added community (charter) schools sponsor approvals.

Ohio approved 967 program approval applications in three state-designated career fields and several other optional career fields. Local applications were assisted by the Tech Prep regional centers throughout the process.The Tech Prep Regional Centers also worked on 1,382 agreements with colleges so that students can earn college credit while in high school.

In FY17, approved 44 postsecondary college and Ohio Technical Centers as Perkins grant fiscal agents. Out of this number, Ohio formally monitored 20 institutions for compliance via an electronic monitoring system designed by the Department of Education and modified to include Ohio Department of Higher Education postsecondary Perkins recipients. The monitoring process was 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. Thirteen Ohio Technical Centers and three colleges participated as consortium members.

All compliance information (i.e., monitoring and performance documents) from postsecondary colleges and Ohio Technical Centers was reviewed and updated with FY17 performance reports for all institutions being generated and posted on the Department of Higher Education's website. For those failing to meet approved performance measures, the Department of Higher Education offered technical assistance. There were seven colleges selected to receive targeted technical assistance for the Perkins Performance Measure of 3P1 – Student Retention or Transfer, including: Marion Technical College; North Central State Community College; Northwest State Community College; Rhodes State College; Southern State Community College; University of Toledo/Terra State Consortium; and Zane State College. The Department of Higher Education provided leadership and direction for colleges to facilitate a more thorough analysis of their 3P1 data, determine where problems existed, strategies to address these problems and plans for continuous improvement. In addition to this targeted technical assistance, all institutions completed Performance Improvement Plans (PIPs) and provided follow-up reports to the Department of Higher Education. Assigned staff reviewed and approved the reports.

The Department of Higher Education and the Department of Education continued working with the state-funded Tech Prep Regional Centers, which among other duties are responsible for assisting in the development of bilateral agreements between secondary career-technical education and postsecondary institutions. Perkins leadership funds continued to assist with the alignment of secondary career technical content standards to college programs through the Department of Higher Education's Articulation and Transfer area. The program it supports is the Secondary Career Technical Alignment Initiative (SCTAI). Consultants continued to help create alignment and an assessment process around the Department of Education's career-tech standards. In addition, expanded the Tech Prep focus to include Workforce Innovation and Opportunity Act-based initiatives that tie Perkins and the Workforce Innovation and Opportunity Act through connections with OhioMeansJobs Centers ("One-Stop providers").

The Department of Higher Education developed an annual Tech Prep report highlighting programs of study work, career pathways support and communication to partners relative to credit transfer.

Job placement coordinators and school-to-work apprenticeship coordinators monitored the pre-apprenticeship programs. In addition, the schools implemented an evaluation instrument completed by the industry mentor/supervisor, teacher and coordinator to assess the students' classroom work and on-the-job performance tests. The coordinators monitored the students every two weeks and collected evaluations toward the end of the training.

Annually, the Office of Career-Technical Education performs a risk assessment for all 91 Career-Technical Planning Districts prior to the grant awards. The Perkins Risk-Based Assessment process measured the effectiveness of the Perkins grants and allowed a more thorough review for Perkins recipients with higher risk factors. In FY17, the Office of Career-Technical Education identified two districts as high risk. The office categorized Perkins recipients as high, medium or low risk based on a range score of the following criteria:

Previously non-compliant;

Failure to meet accountability measures;

New career-technical education personnel;

Failure to meet required deadlines; and

Single Audit Findings.

In FY17, Ohio monitored one-third of its 91 Career-Technical Planning Districts for compliance with Perkins regulations. The comprehensive electronic monitoring process included verification of an annual stakeholder meeting with business/industry representatives, appropriate use of fiscal resources, the tracking of time and effort, and other requirements under federal law and state rules. Ohio reviewed and updated state-level Perkins policy documents and posted on the Ohio Department of Education website. This included the Risk-Assessment Manual, the Carl D. Perkins Self-Assessment Document, Performance Reports and the Secondary/Postsecondary Compliance manual.

Career-technical program staff performed the following activities:

Provided support in the development of end-of-course exams (WebXam) administered by WebXam at The Ohio State University, Center for Education Training and Employment;

Approved programs for Marketing, Business, Finance, Information Technology, and Arts & Communication through the CTE 26 application process;

Performed Quality Program Standards Reviews for local career-technical education programs through the Ohio Department of Education's informational technology system.

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

Ohio career-technical student organizations expanded the use of technology in several ways. SkillsUSA expanded online event registration and communication to instructors, advisors and industry partners using a common and replicable platform. Program staff performed professional development utilizing the Conference Management System platform. Ohio DECA created a new website to communicate and share information with students, teachers and schools. Ohio Business Professionals of America used online testing and voting systems at the state conference. In addition, used the Guidebook app to replace printed programs and move exclusively online. This electronic process saved time and fiscal resources.

Career-technical education staff met with school administrators and teachers to discuss technology used to deliver career-technical courses work. The discussion also included technology in the form of blended online and work-based learning.

The Department of Education initiated a Learning Management System (LMS) for training modules. The LMS has been used for the Middle School Validation process in certifying middle school teachers to instruct career exploratory courses.

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 Career-Technical Education offered the following professional development activities:

Ohio High Schools That Work plans and implements a statewide conference each year that focuses on school improvement for high schools, middle grades schools and career centers. The 18th Annual Ohio School Improvement Institute Conference had 590 attendees in FY17.The conference is a best practice sharing event that is not restricted to High Schools That Work schools but invites professionals to attend and present from all Ohio schools.

Ohio High Schools That Work is an active member of the National Southern Regional Education Board initiative. Ohio has the largest number of active schools in the National High Schools That Work & Making Middle Grades Work Network.

Four regional High Schools That Work offices delivered professional development directly to schools in their regions. Each region has an annual showcase of quality practices for sharing Ohio success and strong implementation of High Schools That Work / Making Middle Grades Work concepts. Regional High Schools That Work office staff delivered professional development activities requested by individual schools and clusters of schools working together. The focus was on data analysis for instructional purposes.

Provided 98 professional development sessions directly to High Schools That Work by the regional offices: 61 high school and 37 middle grades sessions.

Conducted a Supervisors of Family and Consumer Science meeting in the fall to provide career-technical education initiatives and standards update. Teachers and administrators received updates on the new Family and Consumer Science standards, testing and career-technical education initiatives.

Ohio Association of Teachers of Family and Consumer Sciences Summer Conference. Three hundred educators and administrators attended the 2016 Impact conference. Attendees received professional development on a variety of topics such as financial literacy, textile and interior design, career planning, and food and nutrition.

The Family and Consumer Science staff held four Fall Regional Family and Consumer Science Professional Development Meetings. During these fall meetings, attendees received updates on Family and Consumer Sciences standards, career-technical education initiatives and important career-technical student organization updates.

Two new teacher Family and Consumer Science meetings were held to provide new teachers guidance on new initiatives and policies and procedures needed to be an effective teacher.

Conducted six National Center for Construction Education and Research (NCCER) Training Certification Workshops for instructors. NCCER is one of the state approved credentials for students that meets Ohio graduation requirements.

Career-technical education staff conducted the following professional development activities for career-technical education teachers and administrators:

Two training sessions for Automotive Technology instructors in the Transportation career field for ASE Certification.

Automotive Collision instructors' workshop in the Transportation career field conducted by PPG Industries.

Instructors in the Transportation career field attended the Ohio Trucking Maintenance Council Instructors Workshop.

Staff collaborated in six Engineering/Manufacturing Industry-led Instructor Trainings.

Staff conducted two Cosmetology Professional Development workshops.

Staff conducted two Law & Public Safety Professional Developments workshops aligning with technical content standards and state training procedures established by the Ohio Peace Officer Training Association.

SkillsUSA Chapter Advisor Training for all new and established instructors.

Ten six-hour Career-Based Intervention/OhioMeansJobs Training Sessions for instructors teaching grades 7-12.

Seven Health Instructor Curriculum Workshops developing and aligning technical standards to career field courses.

Six Trade and Industrial Supervisors Regional Meetings. These meetings with supervisors developed the procedures for each regional SkillsUSA Ohio competitions.

Three Construction/Apprenticeship Workshops in partnerships with the Ohio Apprenticeship Council.

Three Opening School In-service Presentations for new chapters of SkillsUSA Ohio.

Staff also participated in the Ohio Trade and Industrial Educational Supervisor Association Conference making presentations on program area topics.

Staff participated in Ohio's Association of Career-Technical Education (ACTE) Conference by making presentations on career fields and sharing course updates.

Supported Ohio ACTE Success Series by attending and giving career field and course programming updates.

Business Professionals of America developed five regional workshops for Arts and Communication teachers on the topics of quality program design and standards, implementing new programs and curriculum refinement.

Developed five regional career-technical leadership professional development meetings in FY17 that focused on course curricula refinements and depth of knowledge ratings for course standards. Emphasized the following courses: Office Management, Marketing Principles, Accounting, Digital Marketing and Business Informatics.

The Office of Career-Technical Education's business, marketing and finance consultants provided assistance related to professional development to the Ohio Marketing Educators Association during multiple conference calls.

Business, Technology and Arts teachers participated in Teacher Leadership Council meetings to obtain feedback and suggestions in offering statewide professional development.

Career-technical education staff provided one-on-one technical assistance for school administrators and teachers to discuss standards updates, course development, licensure crosswalks and end-of-course assessments. Through Career-Technical Student Organizations, staff provided additional training on leadership skills, integrating Career-Technical Student Organizations' resources into the classroom to collect data and used the service components to create service-learning projects to engage students.

Career-technical education staff provided teacher training for revisions of standards documents for information technology courses.

The Tech Prep Regional Centers held 367 workshops and/or professional development activities to educate secondary and postsecondary faculty, counselors and administrators on the college credit opportunities their students can earn while in high school. Tech Prep Regional Center staff also participated in community events to promote career-technical education programs to students and parents. Overall, these activities brought together more than 25,000 representatives from schools, colleges, business and industry, as well as students and their families.

For colleges and Ohio Technical Centers, two statewide informational meetings (September 2016 and June 2017) and one new Perkins grant coordinators training was conducted (August 2017) as professional development. Nineteen new coordinators (six - Ohio Technical Center and 13 - colleges) were informed of applicable rules, federal and state funding guidelines, accountability and performance requirements, received a new coordinators handbook and had the opportunity to network with one another and ask state staff for clarification of their roles, Perkins regulations, etc.

The National Alliance for Partnerships in Equity provided technical assistance to 74 postsecondary Perkins grant administrators representing 18 colleges and 28 Ohio Technical Centers. The emphasis was on providing tools, resources and strategies for these programs to use to increase their performance in the two Perkins performance measures of non-traditional student participation and placement. The strategies presented also could assist in the retention of students.

The Department of Higher Education held informational sessions on a performance funding model for Ohio Technical Centers, as well as policies pertaining to certificate program submissions at the annual Ohio Association of Career Technical Education summer conference that attracted approximately 500 career-technical education professionals.

Career-technical education staff at the postsecondary level performed ongoing trainings and monthly calls to ensure that data submissions are consistent and accurate.

Career-Technical Education staff offered 10 regional workshops on pre-apprenticeships statewide to educate teachers, administrators, guidance counselors, postsecondary faculty and industry on how to implement a pre-apprenticeship program and how to obtain state recognition status to utilize the new pre-apprenticeship industry-recognized credential toward high school graduation.

Offered professional development at the Middle School Improvement Conference on middle school compliance to include the Middle School Validation Process, Middle School Waivers and Middle School Programming. Another area for workshops and teacher certification included NCCER, a construction curriculum that links to apprenticeships.

The Administrative Field Services held a workshop for all Perkins secondary and postsecondary local recipients. Local recipients received hands-on training in completing the Comprehensive Continuous Improvement Planning Application (CCIP) and Perkins compliance requirements. Participants were able to verify the correct use of funds, hear best practices and complete their submissions in the CCIP.

In collaboration with Department of Higher Education, conducted the annual career-technical education compliance workshop. This professional development workshop provided a comprehensive overview of the Perkins monitoring process and the new compliance system enhancements.

Administrative Field Services at the Ohio Department of Education provided targeted technical assistance to all career-technical planning districts by way of phone conference, email, workshops and dedicated face-to-face meetings. Additional on-site meetings for the primary purpose of individual compliance monitoring also incorporated targeted technical assistance. Topics covered included risk-based assessment, Perkins monitoring procedures, Perkins spending guidance requirements and other specific compliance requirements. A strong emphasis was given to school performance and accountability with on-site 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 between the Departments of Education and Higher Education extended similar assistance to adult workforce education and community college recipients.

Provided in-service to new administrators related to special needs populations in career-technical education at the Ohio Career Technical Administrators meeting.

The Office of Career-Technical Education conducted and hosted various professional development opportunities for the agricultural and environmental career field programs:

Agricultural Experience Tracker Workshop – 37 attendees;

Animal Science Workshop – 84 attendees;

Horticulture Workshop – 15 attendees;

Agricultural and Industrial Power Workshop – 20 attendees;

Teacher Induction Program – 33 attendees;

Ag Education Summer Conference – 150 attendees;

Advancing Agriculture Course Workshop – 55 attendees.

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?

The office extended SkillsUSA membership for students participating in dropout prevention programs through Career-Based Intervention to expose all students to career options, especially exposure of non-traditional career options.

The office extended SkillsUSA membership for students enrolled in middle school programs.

In 2016-2017, Tech Prep initiated a partnership with the International Union of Bricklayers & Allied Crafts workers Trades Union, Lorain County Community College and local career-tech programs. The purpose was to develop a pipeline of females that possess trades skills upon graduating from high school who can then transition into the trades apprenticeship programs to reach 20 percent female employment by 2021 in the trades.

Graduates of local career-tech programs connected to the trades can graduate with an average of nine college credits through Tech Prep bilateral articulation agreements and three college credits through the CT2 statewide articulation process. Students can enroll at Lorain County Community College and earn an industry certification or an associate's degree.

The National Alliance for Partnerships in Equity successfully provided technical assistance to 74 postsecondary Perkins grant administrators representing 18 colleges and 28 Ohio Technical Centers. The emphasis was on providing tools, resources and strategies for these programs to increase their performance in the two Perkins performance measures of non-traditional student participation and placement. The strategies presented also could assist in the retention of students.

Since January 2016 and as an ongoing legislative requirement, all Ohio Technical Centers continued to be required to encourage new enrolled students to register on the OhioMeansJobs website and keep a record of this. The Governor's Office of Workforce Transformation encouraged all postsecondary Perkins grantees to become familiar with the state's workforce development website, ohiomeansjobs.com, to use with all students, including those pursuing non-traditional programs, to assist with career assessment, advising and labor market information of high skill, high wage occupations and careers.

The Office of Career-Technical Education worked with the National Alliance for Partnerships in Equity to develop a non-traditional outreach for Manufacturing. The prior year's focus was on Construction and the outreach effort used social media as part of the recruitment process. The Department of Education met with the Ohio Manufacturer's Association and several other statewide manufacturing associations, industry representatives, secondary and postsecondary representatives to development an associate degree curriculum and outreach materials to the non-traditional audience. National Alliance for Partnerships in Equity offered a professional workshop through the ACTE association on the topics of "Mindset" (which identifies behaviors associated with fixed thinking) and "Pipe" (A 5-step improvement process), which offers instructors a gender-free classroom for non-traditional careers.

The Office of Career-Technical Education allowed two education program specialists to use a portion of their time for specific work related to leadership and collaboration with the Office for Exceptional Children. The assigned staff attended three monitoring-related visits to a career center, one transitions meeting, one career assessment meeting, two job training coordinators meetings, one Ohio ACTE Special Needs Division leadership meeting and four collaboration meetings between the Office for Exceptional Children and the Office of Career-Technical Education.

Office for Exceptional Children and Office of Career-Technical Education leadership attended collaboration meetings to set joint goals for initiatives related to students with disabilities enrolled in career-technical education and developed a plan to achieve these goals. Six Office for Exceptional Children staff and four Office of Career-Technical Education staff attended these joint meetings. Developed a plan to monitor Ohio career centers that includes information of monitoring requirements prior to the official monitoring visit.

Both offices continue to work together to address common topics identified through proactive monitoring. Special needs topics were addressed in six regional career-technical education leadership meetings and at the annual Ohio ACTE conference.

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?

Ohio continues to support work that ensures that all students have access to high quality career-technical education. In particular, Ohio provided technical assistance through on-site visits to five urban districts serving special populations of students enrolled in Agriculture and Environmental career field courses.

The Family and Consumer Science staff conducted professional development activities to help teachers be better prepared to include and teach career and college readiness skills within Family and Consumer Sciences courses.

The Career Based Intervention (CBI) Education program specialist met with the Office for Exceptional Children, Job Training coordinators and the state support teams to provide guidance and ensure special populations have quality access to all career-technical education programs.

The Career-Technical Education office worked closely with the Office for Exceptional Children, providing field representatives who visit the career centers, community schools and comprehensive high schools to determine that special populations have equal access to career-technical programs. The representatives attended advisory board meetings, professional development workshops provided by the Department of Education and participated in program reviews.

Ohio dedicates 50 percent of an assigned education program specialist position for conducting Civil Rights reviews. The Methods of Administration coordinator is responsible for selecting districts through a targeting plan that considers data regarding race, gender and special needs. In FY17, selected three secondary districts based on the variance of demographic population vs. participation in career-technical education. The Methods of Administration coordinator reviews postsecondary institutions and correctional facilities on alternating years. The Methods of Administration coordinator, along with other team members, conducted on-site reviews and reported to the Civil Rights division of the United States Department of Education. Secondary and postsecondary recipients were required to complete a post-visit voluntary compliance plan that was reviewed and approved by the MOA coordinator.

The following are Ohio High Schools That Work activities for participating schools:

Key Practices: Connection to National High Schools That Work parent organization Southern Regional Education Board.

On-site coaching delivered directly to 104 high schools, 111 middle grades schools and 28 career centers for 243 schools.

Site review process self-reflection and external team review. Completed 49 on-site site reviews at school locations.

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

Supported Ohio High Schools That Work and Making Middle Grades Work schools via the Ohio Regions website.

Built networks of schools that clustered geographically to collaborate in planning the implementation of High Schools That Work /Making Middle Grades Work.

Approved High Schools That Work grants in Ohio's Comprehensive Continuous Improvement Plan (CCIP) system allowing schools to access funds for the delivery of quality professional development.

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

The High Schools That Work Site Review Process 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 three to five years. The High Schools That Work Site Review Process includes an annual update as part of continuous improvement based on new data and identified needs. The Site Review Process 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 Ohio core, assessment process, teacher evaluations, etc.).

The most important aspect High Schools That Work/Making Middle Grades Work that Ohio offered to schools was the process check procedure. The High Schools That Work/Making Middle Grades Work programs 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 High Schools That Work/Making Middle Grades Work programs promoted a culture of caring and improvement. The High Schools That Work/Making Middle Grades Work program 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 Technical Administrators conference, Ohio Association for Career Technical and Adult Educators conference, SkillsUSA and High Schools That Work conference.

The Office of Career-Technical Education staff provided on-site technical assistance to 69 eligible recipients on a broad variety of subjects including CTE 26s, course development and implementation, curriculum standards, teacher leadership, licensure and CTSO integration. Provided additional assistance through telephone, email and face-to-face meetings.

Conducted webinars and conference calls with Education and Training career field administrators regarding course implementation, performance assessments and student organization implementation for intra-curricular materials.

Conducted webinars and conference calls with Hospitality and Tourism career field administrators regarding course implementation, performance assessments and student organization implementation for intra-curricular materials.

Conducted webinars and conference calls with Family, Career and Community Leaders of America regarding course implementation, performance assessments and student organization implementation for intra-curricular materials.

Provided seven intensive leadership trainings for 20 students through Family, Career and Community Leaders of America.

Provided intensive training and seminars for 200 Family, Career and Community Leaders of America on curriculum, leadership, career development and professionalism.

Provided hands-on leadership training for 350 students and teachers to help develop skills in communications, decision-making, team building and curriculum-related activities.

The six Tech Prep Regional Centers worked together to help create pathways that are not readily available within a region. All Tech Prep regions supported career-technical education districts with the review and approval of all CTE 26 program applications.

The Department of Higher Education assisted all Perkins-funded postsecondary recipients, (colleges and Ohio Technical Centers) 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.

Through Career Connections, a joint initiative among the Governor's Office of Workforce Transformation, Department of Higher Education and Department of Education, the Office of Career-Technical Education seeks to strengthen and increase linkages between student learning and future work. Career Connections is leading this effort by providing technical assistance to teachers, counselors and administrators around career advising and counseling, comprehensive district planning and classroom instruction. Career-technical education also is leading the continued development and deployment of resources that support students with career exploration and planning, as well as gainful employment after high school graduation. Resources include OhioMeansJobs, the statewide online career development tool, and strategic career advising resources and classroom implementation materials. Offered statewide training and support through in-person and webinar sessions throughout 2016-2017.

More than 8,500 students and guests participated in 89 events judged by more than 200 business/industry representatives during the Annual Ohio Future Farmers of America Convention. More than 450 were determined eligible to compete nationally.

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

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

240119.11

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

657

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

The Office of Career-Technical Education set aside one percent of the total Carl D. Perkins state grant amount to support career education and training in the state's youth and adult correctional institutions, including students with disabilities. This funding amounted to an allocation of $480,238.23. The amount allocated to the Ohio Department of Youth Services was $240,119.11, while the allocation to the Ohio Department of Rehabilitation and Correction was 240,119.12.

The students served in the correctional settings were all participants rather than concentrators. All programs offered consisted 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 and employed citizens after release.

The number of students served in the Ohio Department of Youth Services during FY17 was 657. Of that number, 310, or 47.1 percent, were students with disabilities (meaning they had active individualized education programs).

The number of students served in the Ohio Department of Rehabilitation and Correction (Ohio Central School System) was as follows: Secondary programs served approximately 200 students; Career enhancement programs served about 7195 students; Career development programs served about 2157 students. There were 68 students with disabilities in career-technical programs in the Ohio Central School System. This number was approximately .7 percent of the total career-technical students served by the Ohio Central School System. There were 50 students with disabilities in career enhancement programs and 18 students with disabilities in career development programs. 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 included Visual Design and Imaging (under Arts and Communication), Carpentry (under Construction Technologies), Horticulture (under Agricultural and Environmental Systems), Auto Specialization (Transportation Systems) and Healthy Living/Career Search (Family and Consumer Sciences).

Services and activities provided in the Department of Rehabilitation and Correction span a wide range of courses. In the adult education level, classes consisted of both one-year career development and five to 10-week career enhancement courses.

Both delivery methods provide graduates with valuable credentials, including certifications in Ohio Safety & Health Administration (OSHA), NCCER, American Welding Society, ServSafe, Automotive Service Excellence, Ohio Nursery and Landscaping Association, A Plus, Forklift, Barbering License, Cosmetology and WebXams.

Career-technical education offers 99 programs in 25 adult prisons; 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 Law & Public Safety Education program specialists provided technical assistance to the Ohio Department of Rehabilitation and Corrections to develop an apprenticeship programs.

Part II: State Institutions Serving Individuals with Disabilities

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

240119.12

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

378

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

During FY17, the number of students with disabilities served in career technical programs was 378. Of this number, 310 were served in the Ohio Department of Youth Services career-technical education programs, and approximately 68 were served in Ohio Department of Rehabilitation and Correction programs.

The career-technical education services and activities carried out in institutions serving students with disabilities were nearly the same as those provided to non-disabled students. The difference was that the institution addressed the individual needs through Specially Designed Instruction, Accommodations, Modifications and Related Services indicated in the IEP for each student with disabilities.

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

Yes

Ohio provided professional development and technical assistance webinars and individual assistance to charter schools operators and sponsors regarding the development of and approval for career-technical education programs.

All charter schools are member districts of career-technical planning districts (CTPDs) and are eligible to participate in initiatives included in local school district plans.

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

Yes

Ohio serves more than 100,000 students in Family and Consumer Sciences with more than 800 teachers. The office implemented state supported curriculum and end of course tests. It supported Family, Careers and Community Leaders of America intra-curricular materials and curriculum. These programs follow all aspects of career-technical programming when applicable.

Family and Consumer Science developed a statewide pre-apprenticeship program in Culinary Arts and Hospitality and offered three training workshops during the year.

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

Career-based intervention is one option for a credit recovery program. The 18-21-year-old population can participate in career-based intervention, which prepares students for transitioning into the workforce while earning their high school diplomas. In FY17, there were more than 350 approved career-based intervention programs grades 7-21 in Ohio.

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, identify education and training needs and seek internships, apprenticeships, and career-technical education options. Students also can 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.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Ohio is committed to aligning career-technical education technical content standards and learning standards. Agricultural educators, math and English language arts educators from the same district jointly participated in pilot alignment meetings. The alignment meetings provided the educators with basic understanding of how Ohio's learning and career technical education standards were designed. Furthermore, instructors participated in a norming phase of rating a career-technical education standard aligned to a math or English language arts standard. The processes implemented in these meetings will serve as the model for the rest of the 15 career field's alignment project. The goal is to build an online database tool for educators to access the information.

Career-technical education staff provided a crosswalk for the Alternative Resident Educator licenses of Early Childhood Education, Culinary Arts and Hospitality to teach Family and Consumer Sciences.

The Department of Higher Education provided information through their website to all Perkins recipients on various career-technical education initiatives that influence students attending Perkins institutions.

The Department of Higher Education 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.

Cross-sector partnerships and stakeholder engagement are a priority for Ohio. Ohio supported cross-sector partnerships is a number of ways.

The Governor's Office of Workforce Transformation 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. 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. State staff provided updates on the Workforce Investment and Opportunity Act at the postsecondary Perkins informational meetings and the new Perkins coordinator training. Department of Higher Education Perkins staff continued to meet with the Office of Workforce Transformation and other Workforce Investment and Opportunity Act partnering agencies to provide updates on initiatives and work to accomplish workforce strategies.

State staff hosted meeting with the FCS Education postsecondary institutions that addressed teacher shortage and how the department can help support teacher preparation.

The office held ongoing meetings with the Department of Public Safety to ensure success of career-technical education students' abilities to reach certification in Fire and EMT programs.

Career-technical education staff actively participated as members of the boards for Cosmetology, Department of Public Safety, Ohio Peace Officer Training Academy, Ohio Nursing and Ohio Department of Health.

Business, Technology and Arts consultants collaborated with Insure Ohio's Future to discuss increased opportunities and access for secondary and postsecondary students pursuing insurance-related careers.

Business, Technology and Arts consultants maintained strong partnerships with the state teachers' associations for marketing and business, including: OMEA – Ohio Marketing Education Association, OBIT – Ohio Business and Information Technology and OBTA – Ohio Business and Technology Association.

The Business, Technology and Arts staff maintains strong relationships with the national curriculum office, MBA Research, and the state student CTSO groups.

Business, Technology and Arts consultants collaborated with IT professionals to support course standards revision processes.

The Ohio Department of Education invited business and industry stakeholders from Engineering, Manufacturing and Information Technology career fields to serve on an industry-based advisory committee for each of the respective career fields. The industry advisory committees were responsible for reviewing all public comments on the respective career field content standards survey and provided insight on future trends of the industry. The information from the industry advisory committee meetings serves as the scope of work for teacher workgroups for each of the respective career field standards revisions.

Terra State Community College served as host for three events in conjunction with Ohio Gov. John Kasich's State of the State address. Events featured Ohio Department of Higher Education Chancellor John Carey and Superintendent of Public Instruction Paolo DeMaria — both members of the Governor's cabinet, as well as Ohio Senator Randy Gardner and representatives from area business, industry and economic development groups. The discussion focused on strategies and actions to increase the number of skilled workers in Ohio.

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 Department of Education's Office of Career-Technical Education continued to use OhioMeansJobs K-12 as 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 planning guides, a budget calculator, a 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 also 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.

Department of Education provided in-person and virtual training to teachers, counselors and administrators in the use of OhioMeansJobs K-12 and the OhioMeansJobs Reporting Tools system to support career advising and counseling with students.

In the Reporting Tools icon, educators can review Backpacks (OhioMeansJobs K-12 accounts) for an individual student as well as create group reports. The data allows instructors to understand each student's aspirations, interests and strengths and this helps them be better informed for instruction and advising.

Utilized OhioMeansJobs as a supplemental resource in career and college readiness courses. In addition, the Career Connections/OhioMeansJob staff present at various teacher conferences each year.

The science, technology, engineering and math (STEM) and project-based Advance Career curricula require students to work in teams to perform research and use technology to design, build and re-engineer 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 actively implementing the National Southern Regional Education Board (SREB) Advanced Career Curriculum. In FY17, Ohio had the following new Advanced Career Curriculums: (1) Integrated Production, Lawrence County CTC; (2) Clean Energy Technology, Mahoning County CTC; (3) Clean Energy, Marion Harding HS; (4) Integrated Production Technology, Steubenville HS; (5) Aerospace Engineering, Northmont City HS; (6) Aerospace Engineering, Columbus Metro Early College; (7) Energy & Power, Southington City; (8) Informatics.

Provided Career Exploration Camps at Belmont and Hocking College to introduce middle/high school students to explore career options and pathways. Belmont continued its "STEM Days" experience, and Hocking introduced "Discover U," providing a series of career-themed weeks and hands-on learning.

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

Yes

The Program of Study template included in the CTE program application provides the opportunity for a district to indicate career-technical education coursework eligible for articulated credit, including statewide articulation, AP, College Credit Plus, Dual Credit and bilateral agreement. School districts continued using Programs of Study templates for instructional purposes. The inclusion of the Programs of Study in Ohio's CTE program application ensures all career-technical education programs have a program of study within the secondary and postsecondary level articulation agreement that has been renewed every five years.

Department of Education and Department of Higher Education continued expanding the Career-Technical Credit Transfer (CT2) initiative. This initiative facilitates statewide credit transfer among public high schools, career-technical, Ohio Technical Center and college/university institutions. Department of Higher Education staff and consultants converted many of the bilateral agreements between secondary and postsecondary institutions into statewide agreements. These statewide agreements guarantee that the credits earned by students are 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 Department of Higher Education and Department of 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 postsecondary coursework. By increasing the number of secondary career-technical articulation agreements, it encourages new and expanded postsecondary credit opportunities for secondary students in career-technical education. This reduces the likelihood that students would repeat technical content in which they can demonstrate knowledge and skill and support Ohio's comprehensive credit transfer system. In FY17, Ohio released 29 new CTAG agreements (https://www.ohiohighered.org/sctai).

Following the Perkins IV Transition Year, Ohio developed a new Program of Studies template. It provides an indication of potential coursework eligible for articulated credit, including statewide articulation, AP, College Credit Plus, Dual Credit, and bilateral agreement. The template continues to be used by school districts and is part of the electronic renewal system for career-technical education programs.

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

The Department of Higher Education Transfer Assurance Guides (TAGs) process supported transition of sub-baccalaureate career and technical education students into baccalaureate programs. State funding supports this process. Department of Higher Education had approximately 112 Career-Technical Articulation Number (CTANs) as of June 30, 2017, for secondary credit transfer (https://www.ohiohighered.org/transfer/tag).

Shaw High School's Early Childhood Education program is a two-year pathway, beginning in the junior year. Students are currently eligible for a block of 30 technical credits through an Associate of Technical Studies degree at Cuyahoga Community College upon passing their CDA (Child Development Associate, a nationally recognized credential in early childhood education). To be eligible for the CDA credential, students must complete a minimum of 120 hours of child development education and 480 hours of experience working directly with children before applying. There are additional steps and costs to obtaining the CDA while in a career-tech program. A Shaw High School graduate can enroll at Tri-C for an Associate of Technical Studies degree in Early Childhood Education, complete 30 semester hours (approximately 11 classes), and graduate or transfer to a four-year institution to complete a Bachelor's Degree in Early Childhood Education. Cuyahoga Community College currently has three transfer agreements in place for early childhood education: Cleveland State University, Malone University and Baldwin Wallace University.

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

Yes

The state supported the following student organization activities:

Ohio supported the following FCCLA activities:

State FCCLA Association.

One leadership training - 300 students.

Four regional competitions - 150 students.

Four regional competitions - 900 students.

One state leadership conferences - 1,700 students.

Training program of state and regional student officers.

Attendance of national conferences.

FCCLA provided 105 career development events for middle and high school students judged by 350 business/industry partners, postsecondary faculty and subject matter experts. A total of 120 events were determined eligible to compete nationally.

Family, Careers and Community Leaders of America Leadership Training provided 350 students hands-on leadership development activities that focused on team building, decision-making and communication, in addition to curriculum workshops.

Family, Careers and Community Leaders of America provided four regional leadership conferences for 350 members and advisers. Focus was a service-learning project, workshops on leadership, professionalism, self-defense and communication. Keynote speakers presented topics on career development, professionalism and image.

Family, Careers and Community Leaders of America held eight regional career development events allowing 1,500 students to participate and be evaluated by industry/business partners.

Ohio's Family, Careers and Community Leaders of America Delegation received the Ultimate Image Award at FCCLA National Leadership Conference in Nashville, Tennessee.

Appointed the Ohio's Family, Careers and Community Leaders of America State Adviser to serve a three-year term in the FCCLA National Competitive Events Advisory Team.

Department of Education provided support for both professional and support staff to do the following SkillsUSA Ohio activities:

Planned and conducted the Summer Leadership Conference. A total of 238 students and advisors attended the camp and participated in leadership, team building, competitive and service activities.

Provided professional development training for chapter advisors. Advisors attended chapter management training and curriculum workshops.

Planned and conducted the SkillsUSA Ohio Fall Leadership Conference. Approximately 1,300 student and adult members attended the fall conference. Conducted a variety of focused leadership and employability training sessions and new regional officers were elected.

Provided leadership for six Regional SkillsUSA championships that served more than 6,400 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 addition, elected new state officers. In attendance were more than 650 industry, government and education partners to support the event.

A total of 388 students and advisors attended the National Leadership and Skills Conference, where Ohio brought home 92 medals and three national model of excellence chapters.

CTE staff supported the following Ohio Business Professionals of America (BPA) activities:

Planned and conducted the Ohio BPA Fall Leadership Conference. Approximately 1,700 student and adult members attended the fall conference and elected new state officers.

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

Provided multiple scholarships for student members.

Maintained a state website.

Accommodated for the individual needs of the special needs students to participate in all competitive events.

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

Planned and conducted the Ohio BPA State Leadership Conference. Approximately 1,700 students attended from 18 regions and competed in 70 different events.

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

Maintained statewide communications and marketing efforts.

CTE staff supported the following Ohio Distributive Education Clubs of America (DECA) activities:

Planned and conducted the Ohio DECA Fall Leadership Conference. Approximately 1,250 student and adult members attended the fall conference and elected new state officers.

Provided multiple scholarships for student members.

Upgraded and maintained a state website.

Accommodated for the individual needs of the special needs students 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 12 districts and competed in 48 different events.

Participated in the International Career Development Conference. Approximately 420 students competed from 70 schools.

Maintained statewide communications and marketing efforts.

Provided support for Ohio DECA Summer Leadership retreat.

Ohio supported the following FFA activities:

(Ohio FFA (24,878 members in 316 Chapters)) – More than 8,500 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.

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.

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 Ohio Technical Centers) grantees were required to provide evidence of local activities addressing experience in, and understanding of, all aspects of an industry. The information was reviewed during the FY17 postsecondary Perkins grant review and approval process within the Department of Education's Comprehensive Continuous Improvement Program (CCIP) system, as well as the electronic monitoring process.

Work-based learning is embedded throughout career-technical education: co-ops in secondary business services and agriculture, job shadowing as an introduction to the internships and pre-apprenticeship programs. The pre-apprenticeship program allows students to begin an exploration in middle and early high school, then work full time during the summer of their junior years and enter the pre-apprenticeship/apprenticeship program during their senior years.

Offered internships at a variety of schools through the career and college readiness and the leadership and community engagement course.

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

Each school has an industry advisory council by career field, which allows for a hiring pool offering co-ops, internships and apprenticeship programs. The new pre-apprenticeship certificate, supported by industry, allows students to work and attend classes for both academics and technical skills. Students receive points toward graduation requirements, college credit and credit toward journey person status in their apprenticeship programs.

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 began development of a cybersecurity pathway for secondary students, and participated in a statewide initiative to build seamless pathways for Ohioans into cybersecurity positions.

Ohio initiated a process to review its pathways and to create new courses for its career-technical education workforce development programs. In FY17, new courses became available for the Hospitality and Tourism career field and new assessments for the Education and Training pathway.

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

In collaboration with the Ohio Career-Technical Administrators association, the Department of Education conducted two multi-session workshops for new/aspiring career-technical administrators. These workshops informed new administrators about federal and state funding, rules, Perkins accountability and other relevant topics. In addition, held two OCTA conferences and provided administrator-targeted workshops on the Pre-Award Risk-Based Assessment, Career Connections, Civil Rights and Methods of Administration, Perkins Myths, career-technical education Professionalism, and 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 Ohio Department of Education formed a statewide Construction Advisory Council in conjunction with the Governor's Office of Workforce Transformation. The council represents statewide business and industry, including union and non-union, educational partners (both secondary and postsecondary), parents, labor organizations and local community partners for both youth and adult programs. Career-technical education also serves on the state Apprenticeship Council, which represents education, postsecondary, labor organizations and employers.

The Office of Career-Technical Education developed a work-based course (990365) that offers student concentrators the opportunity to combine their classroom training with their employment/occupational on-the-job experience. The placement coordinators and school-to-apprenticeship coordinators utilized Advanced Placement for students to work specific hours. Students signed a training outline agreement with the company, school and parent(s) and paid for their work experience. It may be used as a fourth course, including an industry mentor who supervises and trains students within their perspective career pathways, as well as a performance evaluation on-the-job demonstration of skills and regular evaluation feedback to the school-assigned representatives. Credit Flex was used for job and work experience for any student who has a work-based experience. Career Connections, through its career exploratory website, offers tools, activities and resources for work-based learning.