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

The Ohio Department of Education continues to use Perkins funds to develop valid and reliable assessments of technical skills. The statewide career and technical education testing system complements the local districts' systems for assessing student performance. In addition to measuring the technical skill attainment of students, the state testing system (WebXam) supports seamless transitions between secondary and postsecondary education. Ohio has integrated state technical assessments into statewide articulated credit agreements and strengthens communication measures addressing student success.

The number of career-technical education (CTE) students participating in secondary technical skill assessments through the statewide testing system has increased significantly since 2010. In 2010, 19,370 students took 20,709 tests, which equates to 1.069 tests per student. This past year, 129,625 students took 258,461 tests, resulting in 1.994 tests per student. The current testing system includes 299 test forms representing 299 career and technical education courses. With the increase in students engaging in end-of-course tests, the Department consistently works with the assessment vendor to improve the testing system.

The Information Technology and Arts and Communication program specialists worked with the assessment vendor to coordinate 34 item writing and test validation sessions with 81 secondary instructors and 19 postsecondary faculty serving as subject matter experts for 24 Information Technology and 31 Arts and Communication career field courses. Subject matter experts created 90 new test items per course for the Information Technology career field technical content standards, which align to the respective information technology courses. The Family and Consumer Sciences program specialists collaborated with the assessment vendor and 19 secondary instructors, as subject matter experts, to write 90 new test items for the Principles of Nutrition course.

As part of the process in finalizing end-of-course tests, staff worked with the assessment vendor to convene subject matter experts to validate pathway assessments in courses that fell short of the number of test-takers during the field testing window. The validation process consisted of subject matter experts authenticating the 40 test items that should make up the final test form. This set the performance standard for each test question so a final cut score could be set. The courses included Environmental Systems Management; Oil and Gas Operations; Solar and Wind Energy; Genetics of Plants and Animals; Food Marketing and Research; Applications of Food Science and Safety; BioResearch, Personal Wellness and Development; Financial Services Operations; Business Informatics; Health Information Technology; Health Information Management; Respiratory Technology; Billing and Coding; Front Office Management; Event and Food Planning; Travel and Adventure Planning; Aviation Powerplant Systems; and Components and Hospitality Management.

Significant upgrades were made to the user interface that supports Ohio's statewide testing platform. New outcome reports at the student level were created for each test a student takes for districts to access in the system. Additionally, the test vendor upgraded the testing platform to maximize efficiencies needed to run test registration, administration and reporting programs. Technical assessment blueprints were developed for recently revised tests. Instructors use the assessment blueprints to align instructional strategies to the career field technical contents standards that are aligned to the end-of-course test, respectively.

The Department utilized ACT WorkKeys to assess workforce readiness skills as an option for Ohio graduation requirements. In Fiscal Year 2018, approximately 6,000 students took the WorkKeys test. The Office of Career-Technical Education provided technical assistance to school districts unfamiliar with the WorkKeys test.
Program specialists from all 16 career fields reviewed the approved industry credentials list within their respective career fields. Competency crosswalks were created between approved industry-recognized credentials and career field technical content standards. Program specialists analyzed content standards within a course and the associated credential competencies to determine if the content aligned at the required 80 percent. If an approved industry-recognized credential aligns at 80 percent or higher, it can be used in lieu of end-of-course assessments as verification of technical skill attainment.

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

Yes

The Department uses an online reporting system (EMIS) that tracks student course enrollment, assessment data, placement and industry credentials. Perkins funds were used to support data management staff who have responsibility to ensure quality data submissions from school districts, provide detailed reports to school districts and support program evaluation functions. The state supports OhioMeansJobs.com as a website for employers to post jobs and students to apply for jobs and internships. The Career Connections portion of OhioMeansJobs provides an online employment resource, including in-demand job opportunities and career planning.
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?

All career field pathway programs are reviewed on an annual basis in the Career-Technical Education Annual Program Review Compliance System through the information technology management systems at the Department. The system provides districts with pathway-level technical skill attainment, technical skill participation and post-placement outcomes data for concentrators. Non-compliant school districts at the pathway level are required to complete a self-assessment based on Quality Program Standards created by the Ohio Department of Education, Office of Career-Technical Education. The Quality Program Standards instrument was developed to assist and facilitate program improvement with a common set of standards across Ohio’s 16 career fields. Program specialists are assigned Career Technical Planning Districts to provide targeted support on the self-assessment process. A total of 1,039 career field pathway programs out of 1,953 did not meet at least one of the measures reported in the system based on FY17 data. In comparing FY17 annual program review data and FY16 data, FY18 data showed a 17 percent increase in compliant career-technical education pathways.

In addition, career-technical education program specialists assisted in the implementation of an updated Career-Technical Education Annual Program Review Compliance System application process through the Department’s information technology management system for local districts. Districts are required to submit a program application for any new career-technical education program or renewal application every five years for each career-technical education program being delivered at the district. A renewal cycle has been developed to ensure all career fields rotate through the new electronic system by FY21. The integration of the program application into the established system allowed the Ohio Department of Education, Office of Career-Technical Education to electronically approve programs using a more efficient system. In FY18, program specialists worked with districts and the 91 Career Technical Planning Districts to approve 766 career field pathway applications, 33 new career-based intervention programs, 23 new Family and Consumer Sciences education programs and 148 new senior-only industry credential programs. Program specialists provided technical support to districts in application creation, program of study development and approval process.

During the reporting year, the Tech Prep regional centers assisted secondary schools in completing CTE 26 applications in all career-technical education program areas. The regional centers created or renewed 1,851 articulation agreements with two- and four-year colleges, allowing students to earn college credit while in high school as part of the program of study development within the CTE program application.

During FY18, the Ohio Department of Higher Education managed 60 colleges and Ohio Technical Centers and 44 fiscal agents that are part of consortia that participate in the Carl D. Perkins program. The Ohio Department of Higher Education assesses these institutions through the following approaches: a monitoring self-assessment process, technical on-site visits and on-site monitoring visits (if necessary). Through the self-assessment process, there were no institutions identified as needing to create Corrective Action Plans (CAP). However, there were 33 institutions out of the 46 grantees that missed their performance targets and wrote Performance Improvement Plans (PIP), specifying how they plan to improve. Agency staff reviewed and approved these plans, returning them to grantees for their compliance records.

The Ohio Department of Higher Education staff did not have to conduct any on-site monitoring visits but did meet with 19 institutions to see programs “up close” and interact with staff and students. These meetings gave the Ohio Department of Higher Education staff opportunities to provide guidance and resources to college and Ohio Technical Center staff members.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?
Staff in the Ohio Department of Education, Office of Career-Technical Education worked with the Governor’s Ohio Cyber Collaborative Committee (OC3) to enhance and expand workforce development in the Information Technology career field. As a result, the Cybersecurity pathway was developed to meet the workforce needs of business and industry.

The Ohio Department of Education, Office of Career-Technical Education staff, through their respective career-technical student organizations, provide electronic weekly newsletters that inform stakeholders of upcoming organization activities and professional development opportunities.

The Ohio FFA created an electronic-based rubric system to improve efficiency and accuracy in career-tech student organization career development event score reporting. This technology minimizes the possibility of human error in the calculation process and simplifies the record-keeping process for the room host. In addition, the system allows the career development event coordinator to monitor the progress of multiple events by tracking the competition scores reported in real time. Staff working with the Ohio FFA’s career development events have directly aligned 92 percent of the events to the Agriculture and Environmental Systems Technical Content Standards. A report that measures competency mastery also can be generated from this online score reporting system.

The Ohio Department of Education, Office of Career-Technical Education connected agriculture classrooms to technology provided by business and industry. Teachers in the agriculture pathway were linked to the Briggs and Stratton Power Portal and the Miller Welding Open Book online portal. The portals provide students with access to web-based parts research, search capabilities for replacement engines, parts warranty information, online training videos, learning modules and testing. These tools are valuable to all instructors teaching courses in agriculture mechanics by providing current resources created by industry professionals.

OhioDECA provided detailed electronic transcripts of student performance from DECA Incorporated at the International Competition Development Conference in Atlanta, Georgia. These transcripts captured the mastery of each competency aligned to the competition[KS1] [KS2], and were available for students to download and review.

Business Professionals of America Ohio and Ohio DECA utilized online surveys and form submissions for stakeholder feedback and communications. The online surveys focused on the programming provided for the students at each official state activity. Information generated from these surveys helped career-technical student organization staff plan future activities focused around stakeholder feedback.

The Business, Finance, and Marketing unit partnered with the MBA Research and Curriculum Center to provide online materials and professional development for teachers. The materials were developed by MBA Research professional development and curriculum staff in partnership with business and industry.


During the reporting year, the Department continued to improve the career-technical education report card dashboards. These dashboards capture the Perkins performance indicators and highlights districts performance. The career-technical education report card data establishes benchmarks for graduation, test passage, placement data, at-risk improvement, prepared for success, and achievement gaps, and data are reported on a public facing dashboard at reportcard.education.ohio.gov.

The career-technical education compliance system dashboard identifies performance targets at the individual program level, and then compares program performance against the benchmark. This data, displayed within a secure dashboard, utilizes these data to assist districts in identifying areas for improvement, as well as developing and submitting improvement plans.

The Department initiated a Learning Management System (LMS) certification process for middle school teachers to teach career-technical education exploratory courses. The training modules have been used for teaching middle school teachers about the career pathways and Perkins funding, as well as professional development.

For the past three years, the Ohio Department of Higher Education continued to make significant progress in improving the Ohio Technical Center database system, which has dramatically improved data system outcomes. The system produces adult career-technical education data used to generate state subsidy allocations, Perkins local allocations and Perkins Performance Reports.
The Office of Career-Technical Education provided upgrades through the use of Perkins funds to the electronic CTE 26 (program approval process) and Career-Technical Education Annual Program Review Compliance systems. The primary goal of the upgrade is to create a more user-friendly interface for Ohio school districts in managing career-technical education program approval and continuous improvement reports. Upgrades to the systems are based on feedback from external and internal stakeholders.

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?

During the 2017-2018 program year, the Department’s Office of Career-Technical Education offered a multitude of professional development opportunities for both CTE Educators and CTE Administrators:

Staff conducted and hosted five Quality Program Review professional development training webinars (live-streamed, pre-recorded lectures) to deliver the information in a clear and concise format. The webinars focused on: 1. The Corrective Action Plan, which districts must complete for non-compliance in data measures;

2. Career-technical education program alignment;

3. Classroom instruction practices;

4. Proper assessment strategies; and

5. Accurate data reporting. An average of 50 districts viewed each of the webinars. The webinars are available for streaming online via the Department’s website.

The Career Based Intervention education program specialist provided professional developments at two statewide conferences the Ohio Association for Career-Technical Education (Ohio ACTE) Career-Based Intervention Conference and Ohio Secondary Transition Capacity Building Institute. The specialist presented Department updates, as well as reviewed program standards for career-based intervention programs with current instructors. In addition data regarding the current standards for Job Training Coordination programs and other career-technical education opportunities for students with disabilities.

Department staff conducted and hosted various professional development opportunities for the Family and Consumer Sciences, Hospitality and Tourism, and Education and Training career field programs including:

1. New teacher training for Family and Consumer Sciences, Education and Training, and Hospitality and Tourism had 15 participants. Teachers new to the content of Education and Training, Family and Consumer Sciences, and Hospitality and Tourism are encouraged to attend and is recommended for teachers with five or less classroom years of experience. Topics focused on course outline content, classroom resources, career-technical student organizations and end-of-course assessments.

2. The Family and Consumer Science Partner Seminar focused on developing the pipeline of qualified pre-service teachers to fill the demand of Family and Consumer Sciences programs. Topics included mentorship guidelines, student-teacher placement and collaborative planning for postsecondary student engagement in the career-technical student organization. Seven educators attended this event.

3. Ohio Association of Teachers of Family and Consumer Sciences Summer Conference and Ohio Association of Family and Consumer Sciences Annual Conference had 155 attendees. Teachers learned how to incorporate resources and best practices into their classrooms to engage students.

Department staff conducted and hosted various professional development opportunities for the agricultural and environmental career field programs including:

1. Agricultural Experience Tracker (AET) School had 37 teachers engaged in how to use the AET system to assist students in tracking experiential learning opportunities that occur both in the classroom and through supervised agricultural experience programs.
Step 3: Use of Funds: Part B

2. Animal Science professional development had 14 attendees. The focus of the professional development is to provide guidance on utilizing end-of-course assessment blueprints to create pacing guides and other instructional tools to support student success in technical skill attainment on the end-of-course assessment.

3. Horticulture professional development had 15 secondary teachers participate. The purpose of the Horticulture professional development is to expose teachers to in-demand practices and concepts of business and industry. This is held in conjunction with the Cultivate Conference, and sessions are provided to identify alignment of in-demand practices to course outlines and best practices of implementation.

4. Agricultural and Industrial Power professional development had 22 teachers attend the one-day workshop. The focus of the professional development is to provide Agricultural and Industrial Power instructors the opportunity to collaborate with business and industry in developing and practicing demonstrations of technical skill that can be replicated in the classroom for student growth. Teachers also discussed best practices in programming for laboratory, supervised agricultural experiences and career-tech student organization competitions aligned to course outlines in the pathway.

5. Teacher Induction Program had 20 teachers attend who are in their first three years of teaching. This program is designated for the first-, second- and third-year teachers in all Agricultural Education programs, pathways and licensure venues who value professional development opportunities to collaborate with teachers statewide to become more efficient and prepared for the early years of the teaching profession. Teachers meet three times annually to provide continued support throughout the year reflecting current issues and upcoming activities in the agricultural education calendar throughout the school year.

6. Ag Education Summer Conference was attended by 155 teachers. The objective of summer conference is to provide educational opportunities for teachers in the areas of Agribusiness and Production Systems, Agriculture and Industrial Power, Animal Science, Agriculture and Food Bioscience, Horticulture, and Environmental Systems and Natural Resources. Teachers can participate in industry tours and attend sessions on pedagogy practices and technical skill improvement and implementation practices. Post-Secondary Partners at The Ohio State University, Wilmington College and Central State University are involved in planning and presenting the sessions with the Ohio Association of Agriculture Educators and the department.

Staff from the Department’s Trade and Industry program area held a professional development workshop for new school advisors in SkillsUSA Ohio to explain their roles and expectations for local advisors. A training meeting was held for the regional contests and the expectations set for sites hosting these contests. Additionally, professional development was held for cosmetology instructors. The Law and Public Safety education program specialist provided program updates for the firefighting instructors at Choffin and Mahoning County Career Centers. The Health education program specialist provided programming updates for health science instructors during two sessions focused on best practices and industry credential updates.

The Information Technology education program specialist spoke via Skype to Ohio IT instructors at the Midwest Cisco Conference held in Detroit to explain the Department’s new standards and IT courses. Additionally, the specialist spoke to administrators and teachers at the Delaware Area and Butler Tech Career Centers concerning industry credentials.

The Engineering and Manufacturing education program specialist provided engineering standards process updates at the Haas Engineering Conference at Stark State Community College. The specialist also provided pathway updated at the Festo Inc. professional development conference.

Business, Finance and Marketing education program specialists provided technical assistance to 51 instructors at the Ohio Marketing Educator’s Association Conclave. Assistance focused on industry credentials from the National Retail Federation and improving local career-technical education programming. Furthermore, Business, Finance and Marketing education program specialists provided one-on-one technical assistance for school administrators and teachers discussing 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 how to use service components to create service-learning projects to engage students.

During the School Improvement Conference, the Department provided a professional development workshop for middle and high school teachers focusing on middle school programs, Career Connections for career-technical planning and apprenticeships.
The Ohio Department of Higher Education disseminated important information at its annual fall and spring Perkins meetings, covering topics such as Perkins reauthorization, state workforce development initiatives and program best practices to help institutions improve their outcomes. These meetings preceded a National Alliance for Partnerships in Equity (NAPE) workshop jointly held in June 2018 between the Ohio Departments of Education and Ohio Department of Higher Education. The meeting emphasized the use of various tools, resources and strategies to create a culture of equity and increase non-traditional student participation in career-technical education.

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 Department contracted with the National Alliance for Partnerships in Equity (NAPE) to provide professional development workshops and webinars for teachers and administrators statewide. The career-technical education unit worked with NAPE to develop a non-traditional outreach for emerging manufacturing professions (the prior year’s focus was on Construction). This year, that outreach has gone through the social media recruitment process. The Department met with the Ohio Manufacturer’s Association and several other statewide manufacturing associations, trades and secondary and postsecondary representatives to develop an associate degree curriculum and outreach materials for the non-traditional audience.

The Ohio Department of Education, Office for Exceptional Children and Ohio Department of Education, 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 members and four Office of Career-Technical Education staff members attended these joint meetings. A plan was developed to monitor Ohio career centers. In addition, the two offices also work closely to provide field representatives who visit the career centers, community schools and comprehensive high schools to ensure special populations have equal access to career-technical programs. The field representatives attended advisory board meetings, professional development workshops and participated in Department program reviews.

The Ohio Department of Higher Education worked in conjunction with the Ohio Department of Education to provide a NAPE workshop designed to help instructors and administrators understand how to engage diverse student populations. The meeting emphasized the use of various tools, resources and strategies to create a culture of equity and increase non-traditional student participation in career-technical education.

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 provided the Graduation, Reality and Dual-Role Skills (GRADS) program course to help students who are pregnant or parenting with credit recovery and program retention. Topics include career readiness, financial management, relationship techniques, human growth and development, and parenting styles and responsibilities.

Ohio is prioritizing support to urban school districts to ensure all students have access to and participate in programs in high-skill, high-wage areas. Ohio’s New Skills for Youth data suggest students of color may not have access to programming at the same rates as other students. Thus, Ohio provided technical assistance to its “Urban Eight” districts—Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown and associated charter schools, including: Cincinnati Public Schools, Toledo Public Schools, Columbus City Schools, Wildwood Academy, Maritime Academy, Akron Bio-Med Academy and Cleveland Metropolitan Schools. Assistance was provided in the areas of program design, technical skill attainment, industry credentials, experiential learning, career-technical student organizations and agriculture and environmental career field courses related to these special populations.

The Law and Public Safety education program specialist provided specific support to Mansfield City Schools in collaboration with State Support Team Region 7 and educational service center staff through a series of five meetings. The meetings focused on expanding and improving career-technical pathways and establishing career-technical student organizations within the schools.
The career-based Intervention education program specialist participated in the Pre-Apprenticeship Think Tank meeting at Sinclair Community College with secondary and postsecondary special education stakeholders across the southwest region to discuss opportunities to increase pre-apprenticeship involvement for students with disabilities. Additionally, the program specialist attended two Ohio Association for Job Training Coordinators Board Meetings to provide support and technical assistance regarding programing. The career-based Intervention education program specialist attended the National Technical Assistance Center for Transitions Annual Capacity Building Institute with a team of representatives from the Department, Opportunities for Ohioans with Disabilities (OOD, Ohio’s Vocational Rehabilitation Agency), the Department of Developmental Disabilities (DODD) and the Ohio Center for Autism and Low Incidence (OCALI) to create a state plan to better serve students with disabilities, with an emphasis on Secondary Transition to Employment. Furthermore, the program specialist was a member of the Employment First Taskforce alongside ODD, DODD, OCALI, and the Ohio Department of Mental Health and Addiction Services (MHAS) to collaborate on ensuring that competitive, integrated employment in a meaningful career is the primary outcome for students with disabilities in Ohio.

Ohio dedicates 50 percent of a position to conducting Civil Rights reviews. This methods of administration (MOA) coordinator is responsible for selecting districts through a targeting plan that considers data regarding race, gender and special needs. Four secondary districts are selected based on the variance of demographic population v. participation in career-technical education. Postsecondary institutions and correctional facilities also are reviewed on alternating years. The MOA coordinator, along with a team, conducts the on-site reviews and reports to the U.S. Department of Education, Office for Civil Rights. Secondary and postsecondary recipients complete a post-visit voluntary compliance plan, which is approved by the MOA coordinator, and evidence of correction is submitted per schedule. Ohio bid on and won the proposal to host the national Civil Rights Conference in Columbus Ohio for FY20.

The Ohio Department of Education, Office of Career-Technical Education works closely with the Ohio Department of Education, Office for Exceptional Children to provide field representatives who visit the career centers, community schools and comprehensive high schools. The goal of these field representatives is to ensure that special populations have equal access to career-technical programs. The field representatives attend advisory board meetings and professional development workshops provided by the Department and participate in program reviews.

The number of students served in the Ohio Department of Youth Services during FY18 was 657. Of that number, 310, or 47.1 percent, were students with disabilities, meaning they had active individualized education programs (IEPs). The number of students with disabilities served in the Ohio Department of Rehabilitation and Correction is 68, all of whom participate in career-technical programs in the Ohio Central School System. This represents .7 percent of the total career-technical students served by the Ohio Central School System. Out of this number served in the Ohio Department of Rehabilitation and Correction, there were 50 students with disabilities in career enhancement programs and 18 students with disabilities in career development programs. Services and activities provided by 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 the Arts and Communication career field), carpentry (under the Construction Technologies career field), horticulture (under the Agricultural and Environmental Systems career field), auto specialization (under the Transportation Systems career field) and healthy living/career search (under the Family and Consumer Sciences career field).

As mentioned, the Ohio Department of Higher Education worked in conjunction with the Department to provide a NAPE workshop designed to help instructors and administrators understand how to engage diverse student populations. The meeting emphasized the use of various NAPE Toolkits, resources and strategies to create a culture of equity and increase non-traditional student participation in career-technical education.

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

Education program specialists spent roughly 20 percent of their time providing technical assistance on the phone or in person in various capacities regarding the career-technical education goals, quality, alignment and expansion. Staff completed 65 face-to-face technical assistance opportunities to districts.

The Job Training Coordinator division of OACTE served specific regions in the state of Ohio and emphasized an open and collaborative environment for teachers to gain updates regarding program design, funding and work-based learning opportunities. They have a biannual conference, as well as regional meetings in the fall and spring that the Ohio Department of Education, Office of Career-Technical Education staff attend and present on topics identified by external stakeholders.
Tech Prep hosted six SuccessBound regional conferences to provide guidance and support aligned to the New Skills for Youth grant, supporting Ohio’s schools and businesses to provide students with high-quality pathways that delivered work-based learning experiences. Tech Prep helped to build and foster relationships between schools and businesses, developed career pathways and programs of study and disseminated technical information through engagement with stakeholders.

The Law and Public Safety education program specialist provided technical assistance by participating in board meetings for various outside regulatory boards and agencies, including Department of Public Safety, Ohio Peace Officer Training Academy, Ohio Board of Pharmacy, Ohio Dental Commission and Ohio Board of Cosmetology and Barbering.

The Information Technology education program specialist attended four regional state support team Career-Technical Planning District special education meetings in the Southwest, Northeast and Central districts to provide information to current special education teachers and administrators regarding current career-technical initiatives for students with disabilities, including the evolving Job Training Coordination program. Additionally, the program specialist attended the Envision IT Curriculum Showcase and participated in a panel discussion regarding expanding opportunities for students in career-technical education.

The Ohio Department of Higher Education provided technical assistance at Perkins fall and spring Meetings; [Ohio Technical Center (OTC) conferences; various database submission trainings; through the Ohio Department of Higher Education website; and in-person technical site visits held throughout the year. The technical assistance offered ranged from best practice presentations to the NAPE workshop. The Articulation & Transfer area at the Ohio Department of Higher Education, with support of Perkins funds, offered instructors opportunities to learn how to easily implement processes within their schools so students can receive college credit.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

480238

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

10209

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

The Ohio Department of Education, Office of Career-Technical Education set aside one percent of Perkins funds to support career education and training in the state’s youth and adult correctional institutions. 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 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 FY17 was 657. Of that number, 310, or 47.1 percent, were students with disabilities with active individualized education programs (IEPs.) 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; and 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 0.7 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. There are 2,046 apprentices in 25 prisons.
Services and activities provided in the Department of Youth Services, including individuals with disabilities, included Career-Based Intervention (CBI) 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 (Arts and Communication), carpentry (Construction Technologies), horticulture (Agricultural and Environmental Systems), auto specialization (Transportation Systems) and healthy living/career search (Family and Consumer Sciences). During the summer of 2017, the Ohio Department of Education, Office of Career-Technical Education conducted a comprehensive program performance review of operational secondary and adult career-technical education programs offered by the Ohio Central School System within the Ohio Department of Rehabilitation and Correction institutions. This annual, customized review process examined a variety of relevant performance indicators, including selected State Board of Education-approved core standards and performance measures for Ohio’s career-technical programs. The unique nature of career-technical education delivery within a correctional setting was considered throughout the process. The goal of the review process is to continuously improve the programs and services provided to Ohio’s incarcerated students through systematic performance-based program evaluation and data-driven strategic planning.

The Ohio Central School System provides six secondary career-technical programs to male and female inmate students in five correctional institutions statewide. In addition, the district provides more than 80 adult programs. Performance data were collected from those programs via Survey Monkey during the FY17 review process. The corrections consultant for the Ohio Department of Education, Office of Career-Technical Education reviewed relevant performance documentation and data prepared by individual program instructors and local administrators. In a few instances, programs were not able to be fully reviewed due to teacher positions being filled during the year (not active the entire year) or teachers having extended absences. Results were used to generate

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Step 3: Use of Funds: Part B

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District-level opportunities for improvement and recommendations were developed based on the review's findings. The Ohio Department of Education, Office of Career-Technical Education and Ohio Central School System’s central office education staff will use the results of the review in a collaborative effort to improve programs through targeted technical assistance.

Services and activities provided in the Department of Rehabilitation and Correction, including individuals with disabilities, span a wide range of courses. In the adult education portion, classes consisted of both one-year career development and five to 10-week career enhancement courses. Both types of classes have been proven to provide graduates with valuable credentials, including Ohio Safety & Health Administration (OSHA) cards, National Center for Construction Education and Research (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. Classes are provided in 25 adult prisons, with 99 programs offered. Of these, seven are currently open or still being developed. The programs cover the following career fields: Agricultural and Environmental Systems, Arts and Communication, Business and Administrative Services, Construction Technologies, Human Services, Information Technology, Manufacturing and Transportation Systems.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

403

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

During FY18, the number of students with disabilities served in career-technical programs was 403. Of this number, around 317 were served in the Ohio Department of Youth Services career-technical education programs, and approximately 86 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 for students with disabilities is that programs were provided with specially designed instruction, accommodations, modifications and related services indicated in each student’s IEP.

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

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

Yes

During the reporting year, the Department used Perkins funds to support public charter schools (in Ohio, public charter schools are referred to as “community schools”) activities:
Each year, staff in the Ohio Department of Education, Office of Career-Technical Education work with new charter schools by assigning the new schools to the appropriate Career Technical Planning Districts. Program specialists provide technical assistance to charter schools in Career Technical Pathway program design and accountability. Additionally, the CTE 26 program approval system includes approval action by the community school sponsors to ensure the sponsors are aware of their schools’ intents to implement career-technical education programming.

Education program specialists provided technical assistance to establish and expand career-technical education in Ohio’s community schools. Education program specialists made five face-to-face school visits to community schools. Teams were formulated to complete school visits at Zenith Academy and Horizon Academy to provide supports in the areas of funding, programming and assessment.

The annual Career-Based Intervention Conference, in collaboration with Ohio ACTE, provided support to Mound Street Academies and Invictus, both which are community schools that have career-based intervention programs, and staff answered questions regarding funding, program design and work-based learning opportunities.

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

Yes

During the reporting year, the Department used Perkins funds to support Family and Consumer Science (FCS) Programs.

Ohio serves more than 100,000 students in FCS programs, with more than 800 teachers. Ohio supports the development of content standards, end-of-course assessments and career-technical student organization programming. The Ohio Department of Education, Office of Career-Technical Education staff provided technical support to stakeholders within Family and Consumer Sciences programs.

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?

No

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?

No
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?

Over the course of FY18, the Ohio Department of Education, Office of Career-Technical Education worked to align the Career Field Technical Content Standards to Ohio’s Learning Standards for Mathematics, English, Social Studies and Science. For all subjects, staff, in conjunction with program specialists from the relevant fields, completed a separate pre-alignment to identify initial alignments between the two sets of standards. After pre-alignments were established, teachers from around the state attended meetings to validate and classify the alignments. Staff consolidated the alignments for English language arts and math.

Ohio House Bill 49 (132nd General Assembly) required the Department to provide guidance on Simultaneous Credit and Integrated Coursework. A cross-office working group within the Department was established to create a guidance document assisting districts on providing integrated coursework to students and offering simultaneous credit to students enrolled in integrated coursework.

Staff designed an online learning course to assist integration of coursework between academic and technical content. Staff began building the course in a Learning Management System offered to all Ohio teachers. The course content includes reviewing alignments, creating a project/unit for integrating content, creating a lesson, creating a course plan, implementing a course plan, providing evidence artifacts and reflection on course implementation.

With career-technical education’s expansion to offering career-technical courses at the middle school level, a Learning Management System course was enhanced to provide middle school teachers a career-technical education learning module and teaching certificate to provide career-technical exploratory courses at the middle school level.

The office worked with State ApprenticeOhio and the Governor’s Office of Workforce Transformation to provide a pre-apprenticeship industry-recognized credential worth 12 points toward high school graduation that also articulates to postsecondary credit and an industry journeyperson status. The certification, issued by ApprenticeOhio, recognizes the career-technical education career pathway WebXams and the occupational on-the-job learning and performance evaluation.

The Ohio Department of Higher Education’s Articulation and Transfer office continues to work with Ohio Department of Education staff on ensuring every student in secondary career-technical education has an opportunity to gain college credit. The Secondary Career and Technical Education Alignment Initiative (SCTAI) builds on previous articulation work, which gives secondary career-technical students college credit that is guaranteed to transfer to any community college within the state. This process eliminates unnecessary duplication of coursework.

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.

Department staff worked with the respective industry advisory committees for the Engineering and Manufacturing and Construction Technologies career fields to validate the revisions to the career field technical content standards. Revisions to the career field technical content standards were completed based on guidance from industry advisory committees, which provided insight on future trends in the industry, and public comments on respective career field content standards surveys. Proposed revisions from the industry advisory committee meetings served as the scope of work for teacher workgroups for each of the respective career field standards. Once the standards are validated, the respective career field program specialist works with the Ohio Department of Higher Education on courses that have been identified for potential statewide articulated college credit. Specialists ensure the secondary competencies align to postsecondary outcomes included in the appropriate courses. Additionally, specialists updated current course documents with the newly revised career field technical content standards.
Education program specialists maintained collaborative partnerships with various organizations like the Ohio Music Teachers Association, Ohio ACTE, Northeast Ohio Craftsmen Club, Employment First Taskforce, International Brotherhood of Electrical Workers, Opportunities for Ohioans with Disabilities, the Ohio Department of Developmental Disabilities, Ohio Center for Autism and Low Incidence, National Technical Assistance Center for Transition, National Joint Apprenticeship Training committee, Ohio Laborers’ Union, Ohio Health, the Ohio Department of Rehabilitation and Corrections, Adecco, Manpower, NCCER, National Consortium of Health Science Educators, the Governor’s Ohio Cyber Collaborative Committee and other organizations. Education program specialists also facilitated articulation agreements with numerous state postsecondary institutions.

Ohio FFA partnered with agriculture-related business and industry to provide career development events. Students learn and apply technical knowledge and skill relating to the agriculture and environmental systems industry during these competitive events. Throughout the competitions, students learn critical site and personal safety practices, as well as communication and leadership skills. More than 25 business and industry partners collaborate annually with the Department and the Ohio FFA Association to review the competencies performed by students in the events. These industry review panels ensure that competition-based skills reflect common practices identified by industry needs in the workforce.

Ohio FCCLA career development events are educational activities organized and conducted by the Ohio Department of Education, Office of Career-Technical Education staff. Career development events are designed to assess student competence and technical skills as detailed in the Family and Consumer Sciences, Hospitality and Tourism, and Education and Training Career Field Content Standards. Ohio FCCLA worked collaboratively with postsecondary institutions and 10 business and industry partners to strengthen Family and Consumer Sciences and related career field programs by increasing student motivation and providing a framework for authentic learning experiences that enhance documented performance assessments.

The Department built and spread the SuccessBound brand in concert with the New Skills for Youth Grant. These efforts resulted in one statewide and six regional SuccessBound conferences that brought together local educational agencies, institutions of higher education, employers and other business organizations. SuccessBound staff created a website and training for educators that focused on the implementation of career pathways around the state.

The Department works with the Governor’s Office of Workforce Transformation to assist the statewide Construction Advisory Council. 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. Staff also participates on the state Apprenticeship Council, which represents education, postsecondary, labor organizations and employers. Through the pre-apprenticeship programs, schools are required to have employers, postsecondary articulation and industry advisory boards.

Career Connections facilitated workshops to provide districts assistance in forming Business Advisory Councils.

As a required partner under Ohio’s WIOA Combined State Plan, the Ohio Department of Higher Education Perkins staff continued to meet with the Governor’s Office of Workforce Transformation, the Ohio Department of Aging, the Ohio Apprenticeship Council, the Ohio Department of Jobs & Family Services, and the Ohio Department of Education to develop viable workforce strategies for Ohio. As a result of some of these meetings, the Ohio Department of Higher Education created a strategy on how Ohio technical centers and colleges could work more closely with OhioMeansJobs Centers (One-Stops). The Ohio Department of Higher Education also worked with Tech Prep Centers, providing them information on how they could assist the agency to meet workforce development goals.

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

Yes

Ohio used Perkins funds to support career guidance and academic counseling programs. Ohio provides a Middle School Validation Process to certify teachers who are not career-technical education instructors and want to teach introductory career exploration courses. Teachers complete a three-tiered module Learning Management System (LMS) course with a post-test. They must hold a four- or five-year professional license that includes middle school grades and score at least 90 percent to receive a certificate of completion. Ohio also worked with NAPE to provide professional development workshops for guidance counselors and school professional intervention staff to learn more about student career pathway options and graduation requirements.
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

Ohio used Perkins funds to support to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs. The Department continues to maintain CTE-26 application 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.

The Program of Study template included in the CTE 26 application provides the opportunity for a district to indicate career-technical education coursework eligible for articulated credit, including statewide articulation, Advanced Placement, College Credit Plus, Dual Credit and bilateral agreements. School districts throughout Ohio continued using Programs of Study templates for instructional purposes. The inclusion of the Programs of Study in Ohio’s CTE 26 application ensures all career-technical education programs have a Program of Study within the secondary- and postsecondary-level articulation agreement renewed every five years.

The Ohio Department of Education and the Ohio 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 schools, Ohio Technical Centers and institutions of higher education. 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 the credits earned by students are honored at every public community college in Ohio that offers the career field.

Another relevant agency initiative is the Secondary Career-Technical Alignment Initiative (SCTAI). It is a collaborative effort between the Ohio Department of Higher Education and the Ohio Department of Education. The goal of this initiative is to explore the creation of additional Career-Technical Assurance Guides (CTAGs), which are 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 encourages new and expanded postsecondary credit opportunities for secondary students in career-technical education. This reduces the likelihood that students repeat technical content in which they can demonstrate knowledge and skill and support Ohio’s comprehensive credit transfer system. In FY18, Ohio released 29 new CTAG agreements (https://www.ohiohighered.org/sctai).

Ohio provided workshops for teachers to provide articulated credit for students currently enrolled in Agriculture and Environmental Systems courses. The workshops provide opportunities for campuses to develop and deploy funded professional development activities. During these workshops, faculty learned about CTE in Ohio, submitted course equivalency management in the discipline, and had the opportunity to work with other faculty to discuss the development of a professional development activity.
Tech Prep and the Ohio Department of High Education provided opportunities for both regional and statewide collaboration that included professional development focused on career-technical transfer initiatives. Staff assisted institutions with implementation and adoption of SCTAI created CTAGs including submission compliance. OCTANE 2.0 was a continuation of the events and efforts from year one of OCTANE. These strategies were implemented with one goal in mind: increasing postsecondary compliance and creating opportunities for career-technical students in Ohio. Clarification of compliance and policy, providing consistent support from the Ohio Department of Higher Education and offering structured and goal-oriented submission workshops around the state were the highlights of the second year of OCTANE. The OCTANE focused on content-specific workshops that will continue to allow for submission opportunities. This new structure provided for faculty of the same discipline to come together to explore professional development needs in their fields.

Tech Prep and the Ohio Department of Higher Education engaged campus teams in focused activities that challenged them to think critically about processes related to career technical students who qualified for CTAG credit in the areas of academic affairs, admissions/advising, registrar/records, institutional research, and data management and reporting.

The Career-Technical Pre-apprenticeship program and Certificate issued by ApprenticeOhio articulates to postsecondary and toward industry apprenticeship journeyperson status.

The Ohio Department of Higher Education, in collaboration with the Ohio Department of Education, continues to expand the offerings available to secondary career-technical education students as it relates to college credit attainment. The process now allows more students to benefit from career-technical credit options, with guaranteed transfer to Ohio community colleges. Initially starting as the Credit Transfer Assurance Guides (CTAGs), the process has become more robust and includes programs previously left out because of various postsecondary requirements. Both agencies have pushed forward with removing barriers to entry and implementation, which has assisted in changing the landscape of credit transfer in Ohio.

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

During the reporting year, Perkins funds was used to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs. The Ohio Department of Higher Education’s Transfer Assurance Guides (TAGs) process supported this initiative. In addition, The Ohio Department of Higher Education had approximately 72 Career-Technical Articulation Number (CTANs) as of June 30, 2018, for secondary credit transfer (https://www.ohiohighered.org/transfer/tag).

Tech Prep collaborated with the Ohio Department of Higher Education to provide technical assistance to postsecondary institutions and students in the areas of industry recognized credentials, College Credit Plus and CTAGs. This work was particularly vital in the CTE 26 approval process since every approved program must maintain a minimum of three articulated credits within the career-technical education program and at least one postsecondary institution.

The Pre-apprenticeship Certificate articulates to the ten two-year college apprenticeship sponsors, providing credits toward an associate degree and credit toward a Journeyperson program completion.

Although the TAGs are not a Perkins-funded initiative, in some cases it is seamlessly aligned with the CTAGs and SCTAI work. The CTAGs and SCTAI processes are aligned to the Transfer Assurance Guides (TAGs). The TAGs allow credit transfer from community colleges to any university in Ohio that offers courses linked to the community college degree programs. The process prevents students from duplicating coursework already completed at the community college level.

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

Yes
During the reporting year, the Office of Career Technical Education used Perkins funds to support career-technical student organizations.

Ohio FFA had 25,237 members in 331 chapters for FY18. More than 8,500 students and guests participated in 89 events judged by more than 200 business and industry representatives during the Ohio FFA Convention. More than 450 students were determined eligible to compete nationally in the areas of career development events, Proficiency Awards (Per Student Experiential Learning Experience) national chapter awards, Agriscience Fair and the American FFA Degree (based on Student Experiential Learning and Leadership Accomplishments). Ohio FFA planned and conducted a series of leadership opportunities, including Ohio Leadership Camp, Ohio Legislative Leadership Conference, Youth Capitol Challenge, Leadership Nights and 212/360 Leadership Conference. Chapter visits were conducted at local schools from 11 Ohio FFA student officers. Approximately 3,500 students attended leadership training workshops. Approximately 207 students and 20 advisors attended the Summer Leadership Retreat at Ohio FFA Camp Muskingum. Summer retreat programming included public speaking activities, competition training and motivational speakers.

Ohio FCCLA Leadership Training provided 600 students hands-on leadership development activities that focused on team building, decision-making and communication. Event opportunities included chapter officer training, Regional Leadership Conference, State Leadership Conference workshops, and fall leadership training. Ohio FCCLA held competitions for 1500 students at eight regional event locations in the areas of Family and Consumer Sciences, Hospitality and Tourism, and Education and Training.

Education program specialists helped to coordinate SkillsUSA Ohio summer leadership events, maintained an informational booth at the Ohio State Fair, organized the SkillsUSA Ohio new advisor training, coordinated the fall leadership conference, managed six regional competitions and planned the state conference. Specialists attended a SkillsUSA training event in Washington DC, visited five school districts to help begin new SkillsUSA chapters and served more than 30,000 students in the state of Ohio.

Business, finance and marketing program specialists planned and conducted the Ohio BPA and DECA Fall Leadership Conferences at the Greater Columbus Convention Center. Approximately 1,700 members for each organization attended the fall conference and elected new state officers. Ohio BPA provided leadership training for six state officers. State officer training consisted of writing speeches, delivering presentations and advocating for career-technical education. Ohio BPA provided six scholarships for student members enrolling in either the business, finance or marketing career fields.

Ohio BPA planned and hosted three Classroom Educator Advisory Committee planning and advisory meetings. The Classroom Educator Advisory Committee is comprised of 19 instructors and university staff along with program specialists. The Classroom Educator Advisory Committee reviews all proposed Ohio BPA leadership activities and acts as a sounding board for the state advisor. Along with the Classroom Educator Advisory Committee, program specialists planned and conducted the Ohio BPA State Leadership Conference at the Hyatt Regency Columbus. Approximately 2,300 middle level and high school students attended from 18 regions and competed in 70 different events. Student qualifiers from the State Leadership Conference participated in the National Leadership Conference in Grapevine, Texas. Approximately 500 students competed with three state winners and one elected national officer.

Ohio DECA provided leadership training for seven state officers. State officer training consisted of writing speeches, delivering presentations, dressing successfully and advocating for career-technical education. Ohio DECA provided five scholarships for student members enrolling in either business, finance or marketing.

Ohio DECA planned and hosted three executive council planning and advisory meetings. The executive council is comprised of 12 instructors, university staff and business unit program specialists. The executive council reviews all proposed Ohio DECA leadership activities and acts as a sounding board for the state advisor. The executive council and program specialists planned and conducted the Ohio DECA State Career Development Conference at the Hyatt Regency Columbus. Approximately 2,350 high school students attended from 12 districts and competed in 48 different events. Student qualifiers from the State Career Development Conference participated in the International Career Development Conference in Atlanta. Approximately 420 students competed from 70 schools. Program specialists provided support for the Ohio DECA Summer Leadership Retreat.

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

During the reporting year, Perkins funds were used to support technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

The Ohio Department of Education, Office of Career-Technical Education maintained the Department’s industry recognized credentials list. This list consists of industry-approved credentials that have been reviewed by industry partners and validated to have regional or statewide demand that is of high value to students. In FY18, staff reviewed more than 80 credentials with the help of industry partners, adding nine credentials to the list for the 2018-2019 school year. These credentials are part of a new graduation option for students in Ohio. If a student earns 12 points (credentials are given a point value that indicates their value in earning a job) of credentials and passes the ACT WorkKeys exam, the student is eligible to graduate.

Tech Prep developed career pathways and programs of study based on labor data, regional in-demand jobs and articulated credit. Tech Prep regularly collaborated with Ohio Department of Higher Education and the Governor’s Workforce Collaboration to assist with this work. The focus was on both secondary and postsecondary programming. Tech Prep also worked closely with Adecco to provide high-quality work-based learning opportunities. Adecco offers a variety of services, including temporary staffing, permanent placement, career transition, talent development and staff training. Adecco aided in the development of work-based learning opportunities for Ohio’s secondary and postsecondary students and was a key partner in SuccessBound conferences.

Ohio BPA and Ohio DECA partnered with the Columbus Blue Jackets, Cleveland Cavaliers, Cedar Point and The Ohio State University to provide career days. Approximately 2,500 students attended these activities, which promote business, finance and marketing careers in the sports and entertainment industries.

The Law and Public Safety education program specialist established a partnership between the Pioneer Career Center and Mansfield Correctional Institution for an internship within the law and public safety program. A collaboration was established between the Department and the Ohio Department of Rehabilitation and Corrections to offer state certification for correctional officers.

Work-based learning is utilized throughout career-technical education: co-ops in secondary business services and agriculture and 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 and then work full time during the summers of their junior years and enter the pre-apprenticeship/apprenticeship program their junior or senior years.

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

During the reporting year, Perkins funds were used to support Tech Prep initiatives that fostered relationships with the Adecco staffing agency. Tech Prep collaborated with Adecco, the Ohio Department of Higher Education, the Ohio Department of Education, the state’s regional workforce collaborations, and business and industry to host six SuccessBound conferences to build and foster relationships between education and business. Education program specialists supported districts to strengthen relationships with local business advisory councils.
Business, finance and marketing program specialists provided technical assistance for teachers in implementing and strengthening local business advisory committees. Assistance was provided through the Ohio Business Conclave and individual program visits.

Business, finance and marketing program specialists worked closely with the Bowling Green State University undergraduate teacher preparation program. Instructors from these programs are represented on both Ohio BPA and Ohio DECA advisory boards. Program specialists collaborated with the university on undergraduate student teaching placement assignments.

Individually, colleges statewide use Perkins funds to work with industry. For all CTE programs, advisory committees that include industry representatives are convened regularly to ensure that CTE programs are meeting the needs of industry. Several colleges have employed business intermediaries to facilitate these conversations and to be the staff primarily responsible for facilitating transition from student to employee. Some of the business intermediaries are also serving as the catalyst for work-based learning/cooperative education, by identifying industries/employers needs and placing students in cooperative opportunities. Although no formal statewide agreements regarding adjunct faculty exist with individual businesses, local colleges work closely with industry to utilize qualified industry employees as adjunct faculty. This utilization of adjunct faculty and their input regarding programing decisions is critical to ensuring that CTE programs are appropriate to the needs of industry.

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

Yes

During the reporting year, Perkins funds were used to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

The Engineering and Manufacturing education program specialist worked with business and industry stakeholders and teachers to review and update the engineering and manufacturing technical content standards.

Information technology technical content standards and courses were revised for closer alignment with industry demand. The Information Technology education program specialist, in collaboration with various experts recruited from relevant fields, updated 24 information technology courses based on the revised standards. Standards and courses were drafted for the new cyber security pathway that was created based on industry demand.

The STEM and project-based Advanced Career curricula require students to work in teams, 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 active in the National SREB Advanced Career Curriculum Implementation. In FY17, Ohio had seven new Advanced Career Curriculums imitated at Cincinnati Woodward, Integrated Production; Lawrence County CTC, Clean Energy Technology; Mahoning County CTC, Clean Energy; Marion Harding HS, Integrated Production Technology; Steubenville HS, Aerospace Engineering; Northmont City HS, Aerospace Engineering; Columbus Metro Early College, Energy & Power; Southington City, Informatics.

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

Yes
During the reporting year, Perkins funds were used to support entrepreneurship education and training.

The Office of Career-Technical Education supports the inclusion of courses in entrepreneurship across all career-technical education pathways. Ongoing review of existing courses ensures that entrepreneurship ideas and concepts are reinforced wherever appropriate throughout the curriculum. Students who wish to focus on entrepreneurship within specific content have the opportunity to study entrepreneurship and virtual enterprise. Professional development aligned to existing courses helps teachers continue to improve their knowledge and skills related to entrepreneurship and how it applies to their specific content areas.

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

During the reporting year, Perkins funds were used to support the teacher recruitment and retention has been a focus of the Ohio Team Agricultural Education. The group consists of staff from the Ohio Department of Education, Office of Career-Technical Education, Ohio FFA, Ohio Association of Agricultural Educators and the three postsecondary institutions that prepare future agriculture educators. Meeting topics include student teacher expectations, placement sites, mentorship guidelines and sharing best practices in teacher preparation.

The Ohio Teach Ag Campaign used targeted recruitment presentations at state conferences, conventions, camps, fairs and schools to an audience of approximately 25,000. Three postsecondary institutions reported a total of 130 additional students, a 38 percent increase in the agriculture education pipeline.

The Ohio Department of Education, Office of Career-Technical Education provided guidance and technical assistance to the five career-technical workforce development alternative licensure programs that also meet each fall and spring. There are 710 individuals enrolled in career-technical workforce development alternative licensure programs. Enrollment for each program follows:

Bowling Green State University – 356
Kent State – 93
Ohio State University – 152
Rio Grande University – 25
University of Toledo – 84.

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

Yes

During the reporting year, Perkins funds were used to support occupational and employment information resources. Ohio worked with NAPE to create a nontraditional outreach to manufacturing and the Latino Affairs Commission to plan for career fairs and industry partnerships. The pre-apprenticeship programs work with labor organizations and industry for outreach and recruitment resources. 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.