

Ohio Department of Education
Office of Career-Technical and Adult Education

FY 2005
Comprehensive Annual Report
(CAR)

NARRATIVE

Executive Summary

Fiscal year 2004-2005 was a very successful year for The Ohio Department of Education. The Office of Career-Technical and Adult Education (CTAE) in *partnership* with the Ohio Board of Regents (OBR) *led the administration* of the Carl D. Perkins Vocational and Technical Act complying with all legal required administrative functions. New *administrative rules* for secondary career-technical education adopted by the State Board in May of 2004 defined *career-field curricular framework* and established program expectations for career pathways with academic and technical rigor and identified postsecondary and employment options. *Technical content standards* continued to be developed to represent the depth and breadth of career clusters including core and pathway-specific technical skills and embedded academic content standards.

The Office CTAE particularly continued to place special emphasis on (1) *standards*, (2) *partnerships*, (3) *promoting innovation and quality*, (4) *alignment of curriculum-instruction-assessment*; (5) *accountability* and (6) *increased efforts to develop quality teachers*. State leadership helped to structure State Board Task Force on Quality High Schools recommendations to integrate the goals of career-technical into an overall plan for *high school reform* and supported innovative practices through a variety of funding initiatives. Continuations of Tech Prep *innovation grants* supported the development of models to expand student options and increase access to Tech Prep articulated programs.

Career-Technical and Adult Education state staff participated and shared leadership in a number of interagency, governor-led, statewide economic and workforce development initiatives such as Governor's *Jobs Cabinet*, the *Governor's Workforce Policy Board* and the *Bridges to Opportunity Initiative*. State staff assumed leadership on the following initiatives; (1) *Certified for Success*; (2) *Hire Smart, Train Smart*; (3) *Advance Ohio* and (4) *Career Pathways for Advancement*.

The office of CTAE also focused on advancing the *career-field initiative* at the secondary level. Activities included the (1) development of technical standards with academic integration, (2) planning for curriculum models to aid its implementation and (3) re-visioning assessment to include requiring the use of academic skills within the assessment. Industry credentials as *value-added assessment* and correlation of standards to student organization competitive events were also incorporated. Ohio supported improvement and *expansion of technology* through the development of online instructional resources and state funding to expand enrollment in high technology career programs. During fiscal year 2004-2005 all eligible districts transitioned to an online grants management system that allows for an efficient fully integrated approach to district continuous improvement planning (CCIP).

Professional development was provided as per state plan and was highlighted by the third annual State Policy and Leadership Forum fostering *innovation* in the design and delivery of career technical education. A new design for a career technical *leadership institute* develops a comprehensive leadership/policy analysis/project-based experience to prepare the next generation of career-technical administrative leaders. Project Lead the Way Engineering Technologies, funds for special populations at Ohio ACTE Conference, iWorks OHIO 2005 Annual Information Technology Educator Conference, Annual Ohio Business and Marketing Conclave, The Agricultural Education Summit, a ProStart Mentoring grant, and regional meetings were effective professional development activities.

The *High School Improvement Institute* promoted educational reform practices to 500 educators representing High Schools that Work, Tech Prep, and Career Development programs. Technical program specific presentations continued to serve the needs of targeted audiences and promote the implementation of quality programs aligned with academic content standards, industry accreditation requirements and student and workforce needs. University teacher educators aligned courses to Ohio's expectations for career-technical teachers to instruct on core career-field competencies and integrate instruction of academic and technical skills.

The *assessment* of vocational and technical education programs was completed by the *analysis of performance measures* collected through the state's education management information system (EMIS), the higher education information system (HEI), and the Adult Workforce Education (AWE) web-based data collection system. *Monitoring* of programs was performed following a four-step process to facilitate compliance and continuous improvement. Ohio had generally positive performance growth in FY2005. Most federally negotiated performance indicators showed improvement. A data quality study completed in June 2004 led to the streamlining of state performance measures to become effective in FY06. While a number of performance indicators including *special populations* at the college level continued to be challenging in meeting high performance targets, improvements were made to the electronic data collection system HEI. The importance of *quality data and accountability processes* continued to be stressed and communicated at all levels. This led to increased efficiencies and accuracy in data reporting and overall accountability.

I State Administration

A. Sole State Agency and Governance Structure

The Ohio Department of Education (see table of organization, p.20) led the administration of the Carl D. Perkins Vocational and Technical Education Act (for secondary, Tech Prep and adult workforce education) in cooperation with the Ohio Board of Regents (for Tech Prep and two-year postsecondary campuses/institutions). All legally required administrative functions were accomplished as efficiently as possible. Programs supported by this state plan included all secondary, adult postsecondary and two-year campus programs. Both agencies partnered, through this plan, with state and local adult and postsecondary programs supported by the Workforce Investment Act. Performance measures were reported as required by the Perkins Act. The Ohio Department of Education and the Ohio Board of Regents provided technical assistance and monitoring for their respective districts/institutions. In FY 2005 a four step monitoring process consisting of a self-assessment, desk audit, telephone audit and on-site review aligned with the requirements of Section 135 was implemented with secondary career-technical planning districts, adult programs and postsecondary institutions. A data quality study conducted under the direction of the Ohio Department of Education surveyed state performance reporting system practices. Findings and recommendations were used to shape improvements in the reporting and collection of performance measure data.

The Adult Workforce Education and Higher Education Information (HEI) data reporting systems received upgrades to improve data collection and enhance system functionality for internal and external users. For 2005-2006 enhancements are being made to collect data concerning special populations.

As required by the Carl D. Perkins Vocational and Technical Education Act of 1998 in Section 121 State Administration, Ohio completed the following administrative responsibilities in FY2005.

1. Implemented a state plan consistent with the Act.
2. Evaluated programs supported under the Act.
3. Consulted with the Governor's Office via the Governor's Workforce Policy Board, appropriate agencies including the Ohio Board of Regents, the Ohio Department of Job and Family Services, the Ohio Rehabilitation Services Commission, the Ohio Department of Development, the Ohio Department of Agriculture and groups of individuals via stakeholder focus groups.
4. Provided information to the State Board of Education on a regular basis to assure successful completion of agency administrative responsibilities.
5. Coordinated with the Workforce Investment Act. Title 2 coordination was accomplished through the administration of this Title by the Ohio Department of Education. Coordination with Titles 1, 3, 4 and 5 was accomplished via the Governor's Workforce Policy Board, as well as formal and informal communications with the agencies responsible for these titles. Technical assistance on compliance with One-Stop support was provided to adult career-technical providers.

B. Organization of Vocational and Technical Education Programs

Ohio law stipulates that all school districts in Ohio be part of a career-technical planning district (CTPD) that provides for the delivery of career-technical education to students. There are 92 career-technical planning districts within the state that include all of Ohio's 613 school districts. Career-technical plans include a listing of the career-technical programs within the district. Programs must be updated every five years, reflect current and future needs of students, community, business and industry and be in accordance with administrative rule.

Ohio adopted new Administrative Rules for Career-Technical Education in May of 2004. Those rules call for districts to offer programming that represents at least 8 of the 16 national career clusters. Furthermore, districts are required to meet quality guidelines; specify sequences of educational experiences for grades nine through twelve; include work-based learning experiences in programming; identify postsecondary and employment options; engage career cluster advisory committees in curriculum, instruction and assessment planning; develop courses of study based on business-validated technical content standards, academic content standards and accrediting association and/or licensing agency standards when applicable; provide facilities and equipment that support instruction in the current and emerging technology of career fields and report student academic and technical proficiency, high school graduation, and post-program placement.

Technical content standards are being reviewed for each of the 16 career clusters and are being developed and/or revised to represent the depth and breadth of career clusters. Standards documents will include (1) technical knowledge and skills appropriate to the breadth of the career cluster and depth of specific pathways leveled to

secondary and postsecondary instruction, (2) embedded academic content standards and (3) knowledge and skills common to all pathways that address career development, organizational systems or core business processes, teamwork, safety, ethics, communications, problem solving and information technology applications of the career cluster. A five-phased development process involving academic and technical educators at the secondary and postsecondary levels and business and industry professionals was completed for the following clusters: Information Technology and Architecture and Construction. Manufacturing, Hospitality & Tourism, Arts & Communication and Government and Public Administration are in progress. The remaining 10 clusters are due for completion by June of 2007.

Postsecondary career-technical education is provided through Ohio's higher education system, particularly two-year campuses offering education and training leading to technical certificates and associate degrees and an adult workforce education system. Adult workforce education centers must meet designation criteria for Full Service Centers including leadership and support services, locally developed long- and short-term education and training programs, guidance and counseling, job placement and assessment services and connections to Adult Basic Literacy Education.

II Report on State Leadership

A. Required activities

Assessment of vocational and technical education programs

The assessment of vocational and technical education programs in Ohio was completed by the analysis of performance measures collected through the state's Education Management Information System (EMIS) and other sources. The assessment system included an analysis of subpopulation results including special populations and minorities.

The Ohio High School Career-Technical Performance Profile, focusing on seven measures of accountability including academic and technical achievement, student attendance and post program placement, continued to be used by career-technical planning districts as a tool for continuous improvement of secondary workforce development programs. Again, statewide performance data represented in each of the 16 career fields was incorporated into an Ohio Career-Technical High School Career Field Snapshot. The document, available to districts through the office website, provides student enrollment, demographic, achievement and post program placement data for each of Ohio's 16 career fields. The snapshot represents a first step in meeting district requests for assessment data at a career field level. In 2006, a survey is planned to learn from districts whether they are making use of these two tools for strategic planning, data-driven decision making and continuous improvement.

Regional workshops targeted to district test coordinators enhanced the use of the electronic technical testing system. Portfolio assessment for the Career Paths for the Teaching Professions program continued to be refined through the development of a Teacher's Guide for the Portfolio scoring rubric, which is expected to increase the reliability of Portfolio scoring across the state, and a passage scoring benchmark was established through a scientific psychometrically-valid process. More emphasis was placed on the use of industry-recognized credential exams as a part of the state assessment system. Specific tests for selected programs were recommended and information to that effect was published in a master matrix of program information, which appears on our Office website. Future plans for career-technical assessment call for a focus on the development of "technical literacy" tests that require the use of cognitive and academic knowledge and skills to assess core technical knowledge and skills within the career field. A prototype of such an assessment for IT networking is planned for FY2006.

In addition to performance analysis, a four-step monitoring process (self-assessment, desk audit, telephone audit and on-site review) assured compliance with legal requirements and facilitated district continuous improvement. Programs were monitored for their capacity to deliver on federally established criteria including "sufficient size, scope and quality." Essential evidence required in the monitoring process included documentation of established career pathways including foundation courses, academic and technical courses and post high school linkages and evidence of workforce development programs that meet industry credentialing standards.

Developing, improving or expanding the use of technology

Ohio continued to support the improvement and expansion of technology with state funding. Tech Prep expanded enrollment grants supported programs in high-technology, high wage career fields. Additionally state funding distributed in FY 2005 on a local match basis supported improvement and expansion of technology through equipment

purchases. Other state funds weighted to support the costs of career-technical programs also encouraged currency of equipment and technology infusion. Start-up grants helped to promote the Project Lead the Way curriculum and more than doubled the number of these engineering technology programs across the state. The use of Perkins funds to support PLTW programs created enough awareness of the benefits of such a rigorous curriculum that they leveraged an additional one million dollars in state aid in the 06/07 state biennium budget to support PLTW and rigorous course taking.

Three Ohio Information Technology students were first-place winners in the 2005 National TestOut Challenge Computer Skills Competition. Six of the 24 first, second and third place winners were from Ohio. The Ohio TestOut is held in conjunction with Sinclair Community College and Cuyahoga Community College and provided students with an opportunity to demonstrate their technical skills, practice for one of eight IT certification exams and participate in seminars led by IT professionals and educators.

The Department generally, and the Office of Career-Technical and Adult Education (CTAE) specifically, continued to expand the use of technology in its delivery of professional development, technical assistance and information sharing. Web-based surveys and online data review tools helped to increase stakeholder awareness and support of career-technical goals. In FY 2005 the office of CTAE continued to approve grants through the state's automated grants management system. This on-line system allows for a fully integrated approach to district continuous improvement planning and grant resource application and allocation.

The online instructional resource for academic and career-technical instructors, Standards Plus, was promoted at a variety of professional development venues across the state. Standards Plus provides teaching strategies and activities to connect Ohio's academic content standards with the technical content across career fields. Ohio's Career Information System (OCIS) provides comprehensive career information on line to over 1600 sites in Ohio. In FY05 the system was updated to include 21 new occupations, a new keyword search, more Ohio-specific scholarships, and organization by the 16 cluster system based on Ohio's Career Fields.

Professional development programs

2005 CTAE Policy and Leadership Forum

The third annual two-day Career-Technical and Adult Education Policy and Leadership Forum was held in February of 2005. National, state and local presenters shared perspectives from economic, workforce, policy and education sectors, enabling more than 400 participants to respond to guiding questions about key research, content and policy which affect career pathways and partnerships for 21st century workforce literacies (i.e., systems, data, information and technical literacy).

The Forum content continued to support policy advances focused on economic development needs, academic and technical expectations, career pathways and collaborations, accountability and innovation. Additionally the event helped to foster a dynamic interchange of ideas between the secondary and postsecondary educators and program administrators in attendance and provided a strong foundation for future collaborative ventures. All attendees received advanced materials through the CTAE website at <http://www.ode.state.oh.us/ctae/policy/2005/preForum.asp> including key questions to be addressed, links to national presenter background materials and the national HS Summit issue papers. After the 2005 forum, the Web page: <http://www.ode.state.oh.us/ctae/Policy/2005/default.asp> offered links to abstracts and/or talking points/presentations for national, state and local presentations on 21st century workforce literacies.

CTAE Career-Technical Leadership Ohio

CTAE Leadership Ohio is a 7-month experience aimed at developing a pool of visionary leaders that have the knowledge and skills necessary to lead change and improve the quality of career-technical and adult education programs. This is a collaborative effort between The Ohio State University's Center on Education and Training for Employment and The Ohio Department of Education, Office of Career Technical and Adult Education.

There have been two Academies since January of 2005 with a total of 46 participants. Program design and recruitment strategies are focused on increasing the diversity of participants to insure appropriate representation from demographic groups and Ohio's variety of career-technical education planning districts and postsecondary providers. The participants represent a diverse group of CTAE educators not only from a position perspective (career tech and academic teachers, supervisors, directors, coordinators) but also a context perspective (career centers,

comprehensive high schools, community/charter schools, tech prep directors, state department of education staff, adult education).

Through this leadership experience, Academy participants develop leadership capabilities, an understanding of policy development processes and instructional leadership skills. Furthermore, they establish meaningful personal and organizational partnerships and networks, identify strategies and procedures for data-driven decision making, lead educational reform by helping their organizations to overcome resistance to change, accept new changes and ground change in new organizational culture. This is accomplished through a variety of delivery strategies including the development of an individual leadership development plan, six face-to-face meetings, 6 distance sessions using online professional development web casts, discussions, selected readings and a mentoring experience designed by the participant. The goals for CTAE Leadership Ohio are to strengthen Ohio career-technical and adult education by developing and influencing the next generation of CTAE leaders and enabling these leaders to (1) assist in establishing a skilled workforce, (2) contribute to adaptations to a fast changing environment, (3) establish meaningful personal and organizational partnerships and networks, (4) make data-driven decisions and (5) play key roles in educational reform efforts.

Teacher Education

The Office of CTAE supported the colleges and universities with approved licensure programs in career-technical education through capacity-building faculty support grants. Grants ranged from \$10,000 to \$175,000 depending on the number of approved programs and teachers served. The grant award process reinforced Ohio licensure standards by requiring recipients to demonstrate the alignment of teacher preparation programs to INTASC standards and Praxis II Principles of Learning and Teaching exam content. Data on teachers entering the profession from business and industry indicated a 75% passage rate on Praxis II. Semi-annual meetings held with teacher educator program faculty and administrators raised awareness of the need to prepare career-technical teachers with the knowledge, skills and capacity to instruct on core career-field competencies and integrate the instruction of academic and technical skills. Grants were planned to capitalize on the capacity of community colleges to better prepare, recruit, retain and renew career and technical education teachers through sustained professional development experiences and articulation models between associate technical studies programs and alternative and traditional teacher preparation programs.

Furthermore, in order to foster the development of articulation agreements between the Ohio State University degree program in Technical Education and Training and several technical education Associate degree programs at various community and technical colleges in Ohio, an Articulation Grant for \$20,205 was awarded. Students earn an Associate degree then transfer to OSU to complete the B.S. degree requirements. While completing the requirements, students can also complete virtually all the requirements in the Route B alternate Career-Technical teacher licensure program. By doing so, they have the potential to pursue employment as a CTE teacher in their Associate degree field, if they meet certain work experience requirements.

Articulation agreements were developed with Columbus State Community College, Central Ohio Technical College, Rhodes State College and North Central State College. Some of the Associate degree areas represented are occupational therapy, automotive technology, construction management, information technology, marketing and business management.

A Capacity Building Grant for Teacher Preparation was also awarded in the amount of \$178,000. This grant, jointly administered through the Colleges of Education, Human Ecology, and Food, Agricultural and Environmental Sciences, funded activities designed to increase the number and quality of current and prospective CTE teachers. For example, Human Ecology began their post-baccalaureate program, in which students with a BS/BA degree can earn an FCS teaching license in five quarters. Agricultural education hosted students from the Agricultural Technical Institute in Wooster during a transfer/articulation program on the Columbus campus to orient students preparing to transfer as Agricultural education majors. The recently approved (2003) Business education program developed placement agreements with five local school districts to host students for field experiences and student teaching. All programs are using various methods of distance education and technology in their instruction, from online courses, videoconferencing and the development of electronic portfolios on CD-ROM. Funding from this grant also supported the mentoring efforts of the clinical teacher educator who visits new CTE teachers at their school site as part of the Route B alternate CTE licensure program that brings industry-experienced teachers into CTE classrooms/labs.

The fifth Ohio High School Improvement Institute continued to raise the bar and provide high quality professional development for over 800 educators. This year's event was again co-sponsored by state High Schools That Work and Tech Prep regional staff and featured presentations connecting education reform initiatives and building high school and postsecondary partnerships. Evaluations showed, that participants ranked the Institute 4.35 out of 5 in terms of its

benefit to the participant. In response to the statement, "My participation in the Institute has renewed or reinforce my commitment to school improvement" participants ranked it 4.54 out of 5.

Standards Plus continued to be promoted throughout Ohio as an exemplary instructional resource for integrating academic and career-technical instruction. Web-based resources increased and were showcased at regional and local professional development events.

The Ohio Career Development Program extended career development capacity within districts by training over 150 educators on "The Advisory Process". Participants actually received training in how to be an advisor, and received materials to support this role. Educators were also provided information and resources on practical learning activities for supporting Ohio's academic content standards with career integration materials. Career Development, High Schools that Work and Tech Prep regional staff developed and delivered numerous professional events for academic and career-technical teachers on topics ranging from improving literacy across the curriculum to identifying best practices for replication.

Focused Professional Development

Regional meetings by state program staff focused on preparing teachers and administrators for Ohio's new career-field organizational model and pathways delivery system. Models and methods for preparing instructional pathways that include academic and technical rigor, authentic learning and transition to further study were disseminated through staff presentations and professional organization events. New program designs such as Career Paths for the Teaching Profession and Project Lead the Way Engineering Technologies continued to receive intensive support through technical assistance visits to individual programs and workshops targeted to the development of program instructional skills. Funds were allocated for presentations on the topic of special populations at the 2005 Ohio ACT conference.

The **itWORKS.OHIO** 2005 Annual Information Technology Educator Conference provided an opportunity for over 200 secondary and postsecondary faculty members from across Ohio to upgrade their knowledge and skills in information technology. This conference featured presentations by Ohio business representatives and hands-on workshops. It was co-sponsored by Sinclair Community College with funds provided by the National Science Foundation.

The 5th Annual Ohio Business and Marketing Conclave was held in conjunction with the Marketing Division and Business Division of Ohio ACTE. The conference focused on current industry practices and trends and classroom best practices. Furthermore, career-technical centers implementing High Schools That Work were provided technical assistance and support with an emphasis on Ohio's Academic Content Standards.

The Agricultural Education Summit and Technical update was held in collaboration with The Ohio State University and the Ohio Association of Agriculture Educators. The summit focused on enhancing educator's technical knowledge and pedagogical skills. Regional meetings were also conducted to build awareness of new curriculum designs within the Agriculture & Environmental Systems career field.

Professional development events supported a number of statewide credentialing and accreditation initiatives. A ProStart Mentoring grant allowed mentors to provide support to Culinary Arts and Food Service Management programs to enhance skills in moving students and programs toward approved performance measures. Districts pursuing industry accreditations or integrating industry exams within program assessment processes received targeted technical assistance as appropriate. For example, Auto Technology programs were able to consult with an AYES expert on testing and credentialing requirements and culinary programs with ProStart experts.

Project Lead the Way (PLTW) instructors had increased access to training and professional development as a result of a partnership between the Ohio Department of Education, the Ohio Board of Regents and a state community college. Sinclair Community College, a Project Lead the Way State Affiliate, held engineering focused two-week training sessions for over 40 teachers.

In addition, an October state-wide PLTW update was attended by over 100 school administrators, teachers and guidance counselors. This activity featured national speakers and best-practices throughout Ohio. Teachers and guidance counselors continued having access to updated information, curriculum, and emerging technologies in engineering via a state website specific to PLTW. From July, 2004 to June, 2005, PLTW provided access to rigorous academics and high level technical skills in engineering to 911 students across Ohio, including 20% females and a 32% diverse population.

Improvement and integration of academics and career-technical skills

School Improvement

The Office of Career-Technical and Adult Education was a visible partner with the State Board Task Force on Quality High Schools to make recommendations on integrating the goals of career-technical education into an overall plan for providing a positive high school experience and strengthening systems that result in higher percentages of students who meet academic standards, graduate and transition to college and careers. On-going policy and program development work is aligned to meeting task force recommendations for providing applied learning opportunities outside of the classroom, developing model career-technical curricula that covers state academic content standards and allows students to participate in contextual, nontraditional learning experiences and structuring career-technical programs around proven improvement models such as High Schools that Work and Tech Prep.

The integration of school improvement initiatives and a strengthening of the partnership between High Schools That Work, Tech Prep and Career Development state and district leaders continued as a focus. A state Task Force was convened with membership including representatives from each of the three initiatives. The Task Force reviewed in depth the State Board of Education-commissioned document High Quality High Schools and made recommendations to collaboratively drive the work of these initiatives.

State leadership in FY2005 coordinated intensive technical assistance visits to 39 HSTW sites, and 10 two-day visits to Tech Prep consortia that comprehensively examined all aspects of Tech Prep operations and programs. This completes a three-year cycle that included an extensive review of each Tech Prep consortium.

Funding initiatives also drove academic integration by encouraging the use of (1) senior capstone projects that integrate academic and technical disciplines in a challenging 12th grade project linked to a field of study, (2) expanding enrollment and promoting innovation within Tech Prep programs related to state economic initiatives and (3) preparing students with a rigorous academic core.

Academic and Technical Integration

Ohio's administrative rules for career-technical education, adopted in May 2004, established a statewide career field curricular organizational structure and required a career pathway delivery model that defines the academic, technical and elective high school coursework and experiences relevant to a specific career-field focus; articulates postsecondary and career opportunities and identifies connections to business and industry credentialing options and labor-market information. Districts will submit plans no later than the spring of 2006 indicating compliance with these rules. State work was performed on developing standards documents that embed Ohio academic content standards with relevant state-of-the-art industry-validated technical content standards. Embedding academic content standards will explicitly define the expectation that technical study must and does reinforce the attainment of academic skills.

Curriculum Development

The **itWORKS.OHIO** Technical Content Standards for information technology were revised. The process involved input from over 80 IT professionals from business and industry and over 50 secondary and postsecondary educators. Standards were revised for the four occupational strands of Information Services and Support, Network Systems, Programming and Software Development and Interactive Media. Core business processes for IT were developed and added to the document as part of the career field initiative that calls for both breadth and depth in career-technical curriculum.

Technical content standards were also updated to maintain currency with practice and to meet industry needs and expectations in the areas of Medium/Heavy Truck and Welding. This work was done in collaboration with business and industry representatives as well as secondary and post-secondary. In order to augment the pre-engineering competencies found in the Project Lead the Way curriculum a Materials Joining Technology curriculum was developed through a partnership with The Ohio State University Edison Welding Center and the American Welding Society. A Fuel Cell Technology curriculum was developed in partnership with Stark State Community College, Hocking Technical College, Case Western Reserve University and business and industry representatives.

Through a partnership with WoodLINKS USA a new wood product technology curriculum was developed, which is a part of a new Construction Technologies Career Field Technical Content Standards document due for completion by the end of 2005. Furthermore, during this period site visits were made to 18 Project Lead the Way programs focused on providing technical assistance to the school to promote implementation and sustainability of the program. Two PLTW programs received national certification from Project Lead the Way. The Ohio Resource Center was contracted to develop curriculum models. A career field initiative was also developed.

Adult Workforce Education (AWF)

Assessment of vocational and technical education programs

Perkins monitoring visits to adult workforce education centers proved beneficial in terms of developing a consistent and pertinent monitoring document developed and reviewed by state staff and field personnel. Evidence of monitoring visits provided the impetus to develop consistent materials and provide professional development to adult administrators. For example, course of study materials need to be provided for consistency of all workforce courses locally. State staff found that course of study evidence was inconsistent at the local level. This will be incorporated into a plan of improvement/work plan for state staff during the next fiscal year.

Constant monitoring of the Adult Workforce Education Data Reporting System, providing targeted professional development and stressing program performance in all communications resulted in stronger performance for all adult workforce programs. Because of continuous emphasis on performance measures, in FY 2005 all were met with the exception of nontraditional program completion.

Developing, improving, or expanding the use of technology

Technology through the Adult Workforce Education Data Reporting System is the lifeline for non-credit, credentialed programming in Ohio. In FY 2005 a third round of enhancements to the system allowed upgrades to the system that collects all course, enrollment, instructor and assessment information on individual students statewide. Resulting from a main system improvement, a number of statewide and specific reports can be downloaded by state, career-technical planning district, district and building. These reports were developed and integrated into a database system allowing administrators to track and monitor their own performance.

Professional development programs

In order to maintain progressive and knowledgeable leadership in adult workforce education, efforts were made to strengthen professional development of administrators through a series of four seminars that focus on center operations, performance and accountability, funding and personnel development. With administrators coming into the profession with varied and sometimes limited career-technical experience, these seminars were focused and led by skilled administrators to provide continuity to the profession.

In addition, a concentrated conference for adult workforce educators was held and attracted approximately 300 coordinators and instructors in health, public safety, industrial training, agriculture, business and information technologies, hospitality, non-traditional program and transition educators. The two-day conference focused on topics to improve teaching and learning in all adult classrooms.

Improvement and integration of academics and career technical skills

During FY 2005, adult workforce education met USDOE negotiated performance levels in academic and technical achievement. Strategies used toward this end included individual district and center data shared with all adult workforce administrators, presentations on performance expectations, technical assistance to centers and shared data through the career-technical education website.

Preparation for nontraditional training and employment

Nontraditional training and employment continued to be a priority and an issue of interest for career-technical and adult education in Ohio. A Civil Rights Compliance Officer reviewed state and local communications and materials to assure the absence of gender bias. Enrollment reports, including breakouts by gender, were reviewed to identify potential problem schools and programs. All materials distributed by the Office of Career-Technical and Adult Education included photographs of individuals in nontraditional occupations. The Ohio Nontraditional Occupations for Women (ONOW) program provided nontraditional training and served as observation and replication centers. Perkins leadership funds of \$95,000 supported seven ONOW sites; additional leadership dollars funded innovative programming in an engineering academy targeted to the recruitment and retention of nontraditional populations. Although Ohio met the negotiated performance measure for participation in non-traditional programs, the measure for program completion was not achieved. This continues to be a priority in planning and using funds to expand programs

and activities, improve the performance of existing programs and support activities that allow nontraditional students to achieve their education and occupational goals through program completion.

Partnership development

Partnerships are the lifeblood of career and technical education. Stronger linkages were made this fiscal year with the Ohio Board of Regents in drafting articulation and transfer language for the biennium budget bill, which calls for processes to assure that coursework toward industry credentials will transfer across education systems. This legislated authority will accelerate the process by which secondary and adult workforce education learners will articulate and/or transfer their coursework to achieve meaningful and necessary postsecondary degrees efficiently and seamlessly and maximize financial investments in education and training. Much work in aligning course objectives and content will come in the coming fiscal year.

Additionally, strong linkages were maintained with licensing boards such as the Nursing Board, Public Safety Services and Cosmetology. These boards and associated associations specify the curriculum and license students completing career-technical programming.

All full-time adult workforce education programs continue to require ACT/Work Keys assessments in applied math and locating information as measures of academic performance in response to Perkins. Local job or occupational profiles serve as the benchmark for individual programs with participants required to meet these levels of performance. The technical measure for these programs is either an Ohio Career Technical Competency Assessment (OCTCA) or a preferred industry-recognized credential. With an emphasis on academic and technical achievement and targeted in-service, adult workforce education met performance targets for both academic and technical performance as well as for completion, retention and participation in non-traditional programs.

Partnership development

Tech Prep

The Ohio Department of Education co-administers the Perkins Tech Prep title with the Ohio Board of Regents. The initiative is further guided with the input of a Tech Prep Advisory Council that includes representatives from secondary and postsecondary institutions, business and industry. Implementation grants, begun in FY04 and modeled after the College and Careers Transition project of the League of Innovations, were continued in FY05. In FY06 grants will be awarded to Tech Prep consortia to partner in the development of resources to aid in the implementation of new career field programs based on new technical content standards in IT, Manufacturing and Construction. It is intended that in FY07, these consortia will develop demonstration programs that use updated technical standards, teach using inquiry-based pedagogy, use career field core business processes as the hub of the curriculum and integrate Ohio's academic content standards.

Economic Development

Career-Technical and Adult Education state staff participates and shares leadership in a number of interagency, governor-led, statewide economic and workforce development initiatives. These initiatives include the (Governor) *Taft Jobs Cabinet*, the *Governor's Workforce Policy Board* and the *Bridges to Opportunity Initiative*. Activities authorized by these initiatives that involve CTAE responsibility and leadership include:

- 1) *Certified for Success* – an interagency initiative to design, implement and evaluate a statewide system for the branding or recognition of public workforce development programs that meet employer needs, including the needs for state-of-the art technical skills;
- 2) *Hire Smart, Train Smart* - a statewide system for increasing the use of proven job profiling and worker assessment tools with the intention of helping small businesses to be more effective in designing and describing jobs, identifying necessary skill requirements and recruiting, employing, training and promoting the most skilled workers;
- 3) *Advance Ohio* – the strategic plan for workforce development in Ohio authorized by the Governor's Workforce Policy Board.
- 4) *Career Pathways for Advancement* – an interagency initiative designed to use established career field pathways to assist undereducated and low wage adult workers into postsecondary education, other advanced training and higher-skilled and higher wage occupations.

Adult/Postsecondary

Recommended by the *Bridges to Opportunity Initiative* and supported by the Ohio Department of Education, the Ohio General Assembly included a provision in House Bill 66 for expanding course credit articulation and transfer. This provision allows for the recognition and transfer of technical courses completed through an adult or secondary career-technical education institution to a state institution of higher education that offers such programs without unnecessary duplication or institutional barriers. Ohio Career-Technical and Adult Education is working in partnership with the Ohio Board of Regents to establish criteria, policies and procedures needed to implement this new legislation. It is the intent of this plan to also adhere to recognized industry standards and equivalent coursework common to secondary and adult career pathways and regionally accredited state institutions of higher education.

Serving individuals in state institutions

The Ohio Department of Education's Office of Career-Technical and Adult Education earmarked 1% of Ohio's FY 2005 Perkins allocation to the Ohio Department of Youth Services and the Ohio Department of Rehabilitation and Correction to support job training programs provided in the state's youth and adult correctional institutions. An ODE Corrections consultant provided targeted technical assistance, program evaluation and oversight, strategic planning, teacher education and licensure advice and the monitoring of Perkins funds. The consultant conducted site visits at each institution.

The Ohio Department of Youth Services served approximately two thousand youth offenders in over 40 Career-Technical offerings operated in seven secure facilities located statewide. All programs were evaluated using a customized Baldrige-based audit process. The results of that review are being used to support continuous improvement, promote student achievement, ensure accountability and facilitate strategic planning.

The Ohio Department of Rehabilitation and Correction served approximately 2,500 adult offenders in 85 adult and secondary Career-Technical programs operated within 25 secure facilities statewide. Selected programs were evaluated using a customized audit process based on the Malcolm Baldrige improvement model. The results of that review will be used to support continuous improvement, promote learner achievement, ensure accountability and facilitate strategic planning.

Programs for special populations

The number of students on Individualized Education Plans (IEPs) served by Ohio's Office of Career-Technical and Adult Education remained stable. Approximately 17% of the total (127,814) secondary workforce development program enrollments are students with disabilities. The 22,295 students with disabilities served in FY2005 was 14 percentage points above the number served two years earlier, in FY2003. These students were represented across each of Ohio's 16 career fields with the largest number in programs and pathways within the Transportation Systems Career Field. The Office of Exceptional Children funded a liaison to the Office of CTAE to insure access and results for students on IEPs. The liaison participated in a students with disabilities transition task force formed to define a continuum of services for this population.

Activities this year promoted collaboration between career-technical and special needs educators to assure understanding and use of Ohio's updated Operating Standards for Schools serving Students with Disabilities. Workshops and trainings were held for educators and IEP teams on state and federal policies and the applicability of assessment and content standards to Individualized Education plans. Trainings focused on facilitating student progress in standards-based education. The office also allocated \$5,000 to provide special education training through the division of special needs of the Ohio ACTE.

The Career-Based Intervention (CBI) program supported students with barriers to transition to career-technical programming, employment and continued education. Professional development in cooperation with the professional association was held at state and regional levels. Integrated Technical and Academic Competency (ITAC) core content continued to be the focus of curriculum expansion and enhancement. Resources and technical assistance was provided to build the capacity for Career Based Intervention teachers to prepare at-risk students for the Ohio Graduation Test. Two career technical education employees joined the National Leadership Institute for career technical education as members of a team that included Ohio career center and community college administrators. Their team project in FY06 will be to explore new options for the enhancement of programs targeting at-risk students.

B. Permissive activities

Technical Assistance

The Office of Career-Technical and Adult Education (CTAE) and the Ohio Board of Regents (OBR) provided technical assistance to all Perkins recipients in FY 2005. The Administrative Services Unit of ODE continued to make regularly scheduled and on-demand technical assistance visits to schools. Information was shared regarding instructional approaches, assessment processes, grants management, administrative rules, compliance with Perkins requirements and best practices to improve results. The Unit also was diligent providing technical assistance through electronic (e-mails), telephone communications and semi-annual regional meetings. A new electronic Career-Technical Education Plan (CTEP) to document five-year strategic planning was developed and will be used by all career-technical planning districts in FY2006.

Comprehensive school improvement planning at the district level was supported with the initiation of a web-based planning, resource allocation and funding tool. Four regional meetings were conducted in the fall and four in the spring with career-technical planning district (CTPD) and postsecondary leaders to provide guidance on state rules and policies, accountability and information systems. Career-technical education providers received guidance on working with their district leadership in developing and implementing comprehensive plans to address student academic and technical achievement and to impact overall school performance. Districts continued to utilize the online planning tool to apply for and allocate state and federal funds.

A Civil Rights Consultant continued efforts to improve technical assistance services and compliance monitoring to districts receiving Perkins funding by attending and participating in USDE training for Methods of Administrators held in Salt Lake City, Utah. Changes were made to the universe of sub-recipients to include all individual districts in a Career-Technical Planning District (CTPD) as one sub-recipient with each community college, each community school and each state-operated program being considered an individual sub-recipient. Thus, when a secondary CTPD is chosen for review, visits are made to each individual district providing career-technical programs within the CTPD.

All sub-recipients were placed on a six-year rotating schedule for review. One-sixth of sub-recipients are considered for an on-site visit each year. This approach ensures that smaller CTPDs, many of which have never received an on-site, will have the opportunity to ensure that they are in compliance through the technical assistance provided during the review and monitoring process. Although fewer CTPDs are chosen for review, the number of visits to schools has increased. Results of on-site reviews are being compiled and will be submitted to USDE in the FY2005-FY2006 biennial report due by June 30, 2006.

Program staff provided assistance in design and implementation of career-technical high school workforce development, career-based intervention and work and family studies. Regional workshops on program guidelines were held to help with new and current program designs and upgrades. Alignment of Ohio's academic content standards with technical studies was a priority.

Career guidance and counseling

To support strong career guidance and counseling systems, state funds were used to supplement federal funds to assure that all Ohio 8th–12th graders had the opportunity to complete an individual career plan and that all Ohio seniors were afforded the opportunity to receive a career passport. Data is collected at the 8th, 10th, and 12th grade levels to ensure that students can articulate personal career goals and appropriate educational plans to reach those goals. A senior exit survey is conducted to help identify the persons and activities that most influence student career choice. This information is then used to shape future career development activities, statewide, for Ohio students. In FY2006, more information will be available to shape excellent career development efforts due to a planned research project to determine, using an experimental design, what specific activities most impact student outcomes related to career maturity.

Based on the exit survey, students indicated that work experiences impact their career choices, second only to high school courses. In FY05, ACRN funds were used to construct an Ohio Educator Externship Model. This Model is web-based, and provides instruction for educators to arrange externship experiences in three formats: as an individual, as part of a school-wide professional development effort or as part of a course.

Another emphasis in FY05 was the development of a document linking the Individual Career Plan and the Career Passport to the Ohio Academic Content Standards for Language Arts. With input from educators and the Language Arts Specialist in ODE, a six-page brochure was developed to demonstrate how student work on the ICP and Career Passport directly support the Language Arts Content Standards.

The Department continues to maintain and distribute the Ohio Career Information System. In FY05, again small grants were made available to career-technical planning districts to develop leadership for promoting use of OCIS. Grant recipients identified a network of peer leaders in local schools, postsecondary institutions and public libraries to increase OCIS usage.

Vocational and technical youth organizations

Ohio continued its strong support of career-technical youth organizations. State leadership was provided in all of the major youth organizations. A series of FFA leadership programs served over 1,200 students and focused on leadership development, environmental education and healthy lifestyles. Leadership conferences were also held for DECA, BPA and FCCLA with over 8,000 students and teachers participating. These conferences and workshops included assessment of performance-based competitive events and curriculum-based leadership activities.

During the 2004-2005 year, 1,600 students and advisors also participated in a variety of Leadership Conferences with a focus on Community Service. 1800 students participated in the SkillsUSA Ohio Championships with 156 advancing to National Competition of which 81 earned gold, silver or bronze medals. Ohio also had a National Officer elected to SkillsUSA.

Secondary and Postsecondary Linkages

The Ohio Department of Education and the Ohio Board of Regents continue to expand Ohio's curricular framework for grade 9 -16 pathways that align with Ohio's academic content standards and provide a clearly articulated path to postsecondary coursework. Initial discussions laid groundwork for a unified career-technical/Tech Prep curriculum process to ensure the highest level of quality for all students. An expectation of collaborative planning was strengthened through the state-sponsored policy forum that challenged secondary and postsecondary leaders to work toward the design of new 21st century career-technical education models.

Ohio has developed statewide articulation models via the Ohio Board of Regents Articulation and Transfer Council. The process has been codified into law with the passage of HB 95. Current work is focused on developing Transfer Assurance Guides organized around 40 postsecondary career pathways. Recently, the passage of HB 66 will align secondary career fields (career clusters) to these postsecondary pathways. Processes will be developed by April 2007 and transfer guides are targeted for June 2008. College Tech Prep state staff and consortia leaders will be vital in development of this process.

III Distribution of Funds

Ohio follows the requirements for the distribution of funds as established by the Carl D. Perkins Vocational and Technical Act of 1998 and set forth in Ohio's state plan to ensure that secondary, postsecondary and adult students have access and opportunity for integrated career-technical and academic education in Ohio. The funding distribution allocates basic grant funds to secondary, postsecondary and adult workforce education programs. Secondary programs are delivered through 92 career-technical planning districts organized to include all of Ohio's 613 school districts. Postsecondary programs are delivered through Ohio's system of two-year colleges and adult workforce programs that meet the designation criteria for full service centers defined earlier in this report. Recipients "receiving an allocation that is not sufficient to conduct a program which meets the requirement of section 135 have formed consortia as encouraged in Perkins legislation (Section 131). Job training programs provided in the state's youth and adult correctional institutions receive Perkins funds and are administered through two state agencies defined early in this report. The following chart outlines funding distribution to Ohio's local eligible recipients for FY 2005.

Local Eligible Agencies Funded in FY 2005

Category		Total
Secondary I		92
Adult	29	
Adult Consortia	7	
Total Adult		36
Post-Secondary (College)	23	
Post-Secondary College (Consortia)	3	
Total Post-Secondary College		26
Corrections		2
	Grand Total	156

Application Process

Eligible recipients are required to submit a 4-year Performance Plan with the following components: Strategic Advisory (Stakeholders) Committee; District Performance Trends, Targets and Data Analysis System; Performance Strategies to ensure continuous improvement and meet compliance regulations for the required uses of funds (Section 135); and Resource Allocation. Plans are reviewed by state staff who evaluates the clarity, comprehensiveness and quality of the plan components and strategies. Districts submit yearly minutes of the Strategic Advisory Committee meetings and established new performance targets. Additionally each district undergoes a four-step monitoring process at least once every three years.

Beginning in FY 2005 local plans & applications were submitted, evaluated, approved and monitored through the state's automated grants administration and management system. The system allows for a fully integrated approach to district continuous improvement planning and grant resource application & allocation. Embedded in the planning tool are the eight required uses of Perkins funds. Perkins grant recipients identify each year how these strategies for academic & technical achievement, accountability and staff development impact district-wide goals aligned with the tenets of No Child Left Behind (ESEA) and Perkins III. State staff evaluated each district's proposed activities and assigned resource allocations for appropriateness and compliance with federal legislation.

Guidelines were developed allowing career-technical planning districts to initiate the process for updating their career-technical education plans (CTEP) through an online process developed in accordance with administrative rule. In FY2006 all eligible planning districts will be required to submit a five-year plan showing projected program offerings.

IV. Accountability

A. Performance Results and Program Improvement Strategies

Ohio had positive performance growth in FY 2005. Most federally negotiated performance indicators showed improvement. This is the fifth year that all of the secondary performance data exists in the statewide data system (EMIS). This is also the fourth year that the "adult system" has reported through a web-based reporting system. We continue to improve these systems so that all enrollment and performance data are collected through one data point. Preliminary analysis indicates that Ohio continues to make anticipated and planned progress on most performance measures. Factors positively impacting Ohio's performance measures include

- An emphasis on standards, accountability and partnerships
- Promotion of innovation and quality
- Alignment of curriculum, instruction and assessment around career clusters and pathways
- Focus on data quality

Administrative rules adopted by the State Board of Education in May 2004 continue to drive program improvements. Additional analyses with secondary and postsecondary adult workforce education measures will continue to be the focus of staff development with both state administration and leadership and with district administrative leaders. Technical assistance and professional development opportunities continue to be made available to all three groups of program areas for their continued use of data in their program design and continuous improvement. State leadership activities in FY 2006 will focus on meeting the objectives established in the 2003-2004 revisions to the state plan in the following key areas:

- Improving academic skills of career-technical students
- Strengthening connections between secondary and postsecondary education
- Preparing individuals for occupations in demand that pay family supporting wages
- Investing in effective, high quality programs.

Ohio continues to meet and exceed the negotiated levels of performance other than those sub indicators listed below:

Secondary

In 1S1 – academic skills – Ohio fell short of the negotiated performance level once again. When reviewing the CAR trend data over the last five program years, we do well but continue to miss the negotiated performance level. Ohio renegotiated a higher level with USDE for FY 2005, yet had a slightly lower performance rate than in FY 2004. A focus on professional development and continued emphasis on standards and accountability, accompanied by an additional focus on data quality, are critical components for positively impacting this measure.

4S2 – completion of non-traditional – Ohio fell short of this performance level by less than ½% for the second consecutive year. The negotiated level seems reasonable.

Adult

4A2 – completion of non-traditional – This is the fifth year that this measure has not been met. However, the performance rate was higher in FY 2005 than in FY 2004. We will continue to offer technical assistance and support to improve the results of this outcome. We will also review and update the list of career-technical programs that meet the criteria of nontraditional.

Postsecondary

In 1P2 – Technical Attainment – Although the measure increased, Ohio fell below the negotiated performance level for the second year missing the mark by .5 percent. We plan to continue our work on improving this measure by providing technical assistance. Ohio will renegotiate this measure.

In 3P1 and 3P2 – both placement and/or retention – Ohio fell below the negotiated performance level for both measures. As previously mentioned, the employment data used for 3P1 and 3P2 are provided by the Ohio Department of Jobs and Family Services (ODJFS). Student identifiers are matched against the Unemployment Wage Data from ODJFS. The Ohio Board of Regents (OBR) cannot verify the completeness or the quality of these data. Furthermore, employment data for persons in the military, federal government or sole proprietors, nor employed in other states are not included in the ODJFS data. After successfully renegotiating 3P2 for FY2005, the measure is still not reasonably attainable. Ohio will renegotiate 3P2.

In 4P1 – non-traditional participation – Ohio continues to fall below the negotiated performance level. We will continue to offer technical assistance to improve the results of this outcome; however, the activity of this performance level has stayed consistent for the past two years of reporting this measure. After successfully renegotiating this level in FY2005, we did not meet the mark. We plan to continue our work on improving this measure by providing technical assistance.

In 4P2 – non-traditional completion – Ohio fell below the negotiated performance level for the first time. We plan to improve this measure by providing technical assistance.

B. Performance Results for Special Populations

From a data perspective, Ohio continues to suggest to USDOE some caution on the use of special populations' comparisons to the negotiated levels of performance. States did not negotiate performance levels for the special populations. The negotiations were at the higher/statewide level for the overall measures. For example, the special populations' data that is being used is a percent of a percent. This data is not weighted. Additionally, there is no distinction of small cell sizes and the impact that has on the data.

Postsecondary Two-Year Colleges Special Populations Data (supplemental data)

The Higher Education Information (HEI) System provides the data necessary for measuring performance for the Carl D. Perkins Grant. The HEI system was developed for the purpose of calculating state financial allocations to Ohio's public colleges and universities. Accordingly, the system does not have the capacity to collect Special Populations data. As a result, in 2000 the campuses were unable to report any data on Special Populations. From 2001 - 2003, the 26 participating Perkins Grant campuses via a separate survey instrument provided data on the Special Populations served on their campuses utilizing Perkins funding. For 2004*, (this is the most current report) the same method of collecting Special Populations data via a separate survey instrument was again implemented. The duplicated counts by Special Populations category area are as follows:

Individuals with Disabilities	8,090
Individuals from Economically Disadvantaged Families	58,664
Individuals with Limited English Proficiency or Other Educational Barriers	59,591
Nontraditional Training and Employment	87,579

In 1P2 – Technical Attainment – Ohio fell below the negotiated performance level. We plan to continue our work on improving this measure by providing technical assistance to the campuses that average below the adjusted level of performance. We plan to hold meetings with Perkins campuses in order to work toward solutions of improving this measure.

3P2 – Retention – Ohio fell below the negotiated performance level for this measure and continues to have issues with 3P1 & 3P2. The employment data used for 3P2 are provided by the Ohio Department of Jobs and Family Services (ODJFS). Student identifiers are matched against the Unemployment Wage Data from ODJFS. The Ohio Board of Regents (OBR) cannot verify the completeness or the quality of these data; however, OBR plans to meet with ODJFS in order to rectify the problems. Furthermore, employment data for persons in the military, federal government or sole proprietors, nor employed in other states are not included in the ODJFS data. After successfully renegotiating 3P2 for FY2005, the measure is still not reasonably attainable.

In 4P1 – non-traditional participation – Ohio continues to fall below the negotiated performance level. We will continue to offer technical assistance to improve the results of this outcome; however, the activity of this performance level has stayed consistent for the past three years of reporting this measure. After successfully renegotiating this level in FY2005, we again failed to meet the mark. We plan to continue our work on improving this measure by providing technical assistance as well as meetings with Perkins campuses in order to work toward solutions on improving this measure.

In 4P2 – non-traditional completion – Ohio fell below the negotiated performance level. We hope to improve this measure by providing the same assistance for measures 4P1 and 1P2.

C. Definitions

Secondary Vocational Participant: A career-technical student, grades 9 – 12, who is enrolled in a workforce development program. This includes foundations classes.

Secondary Vocational Concentrator: A career-technical student that is enrolled in the last class of a series of classes within a program or is in the final class of a competency-based series of experiences. This EMIS field is completed in the October and June data collection timeframes.

Secondary Vocational Completer: A student who has enrolled in and completed an approved workforce development program AND demonstrated sufficient mastery of their vocational and academic subject matter to prepare them for their career and life-long learning goals as set forth in their individual career plan, AND is no longer enrolled in secondary school. This EMIS field is completed in the June data collection timeframe.

Tech Prep Student: A career-technical student who is enrolled in an approved Tech Prep workforce development program.

Adult Vocational Participant: See the definition of Adult Vocational Concentrator.

Adult Vocational Concentrator: A career development student enrolled in an adult career-technical education program.

Adult Vocational Completer: A student becomes a completer upon attaining occupationally specific skills sufficient for employment in a cluster of specific occupations AND is no longer in the program.

Postsecondary Vocational Participant: See definition of Postsecondary Vocational Concentrator

Postsecondary Vocational Concentrator: A student that declared a major in a technical program, began enrollment no earlier than winter of 1998, and accumulated 36 semester (54 quarter) hours as of spring in the reporting year.

Postsecondary Vocational Completer: A student who has completed all academic and technical course requirements.

D. Measurement Approaches

Secondary

Column 1	Column 2	Column 3
Core Sub-Indicator	Measurement Definition	Measurement Approach
1S1 Academic Attainment	Numerator: Concentrators who left school passing all parts of or being exempt from the 9 th grade proficiency test upon program completion. Denominator: Concentrators who left school.	1
1S2 Technical Attainment	Numerator: Concentrators who left school that met/exceeded the OVCA (total score) benchmark. Denominator: Concentrators who left school that were in a subject area that required an OVCA test.	1
2S1 High School Completion	Numerator: Concentrators who graduate from high school. Denominator: Concentrators who left school.	1
3S1 Secondary Placement	Numerator: Status known completers who were employed and pursuing further education, in the military, and/or in the voluntary labor force. Denominator: Status known completers.	1
4S1 Nontrad Participation	Numerator: Non-traditional participants in non-traditional programs. Denominator: Participants in non-traditional programs.	1
4S2 Nontrad Completion	Numerator: Non-traditional program completers in non-traditional programs. Denominator: Completers in non-traditional programs.	1

POST SECONDARY

Column 1	Column 2	Column 3
Core Sub-Indicator	Measurement Definition	Measurement Approach
1P1 Academic Attainment	Numerator: Of the concentrators, the number of students who completed 28 quarter or 19 semester credit hours of non-technical/ academic course work (courses that are from subject codes identified as technical). Denominator: Concentrators.	2
1P2 Technical Attainment	Numerator: Of the concentrators, the number of students who completed 30 quarter or 20 semester credit hours of technical course work (courses identified as technical). Denominator: Concentrators.	4
2P1 Degree Credential	Numerator: Graduates who have a declared major identified as technical who are no longer enrolled in the next fiscal year. Denominator: Graduates who have declared major identified as technical.	1
3P1 Postsecondary Placement	Numerator: Of the Graduates who have a declared major identified as technical, how many are either: 1) employed in the last half of the year (June-December) and; 2) enrolled in higher education during Summer and Autumn. Denominator: Completers.	3
3P2 Postsecondary Retention	Numerator: Of the numerator in 3P1, how many were employed in the first two quarters (January-June) or enrolled in higher education during winter and/or spring. Denominator: Unduplicated list from the numerator in 3P1.	3
4P1 Nontrad Participation	Numerator: The students who majored in a nontraditional program who are in the underrepresented sex in that program. Denominator: All students who majored in any nontraditional program.	1

4P2 Nontrad Completion	Numerator: The graduates of a nontraditional program who are in the underrepresented sex in that program. Denominator: All graduates of any nontraditional major in a given fiscal year.	1
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ADULT

Column 1	Column 2	Column 3
Core Sub-Indicator	Measurement Definition	Measurement Approach
1A1 Academic Attainment	Numerator: Concentrators who left the program and who met/exceeded the appropriate levels for the WorkKeys tests. Denominator: Concentrators who left the program and who took the appropriate WorkKeys tests.	1
A2 Skill Proficiencies	Numerator: Concentrators who left the program and who met/ exceeded the OVCA (total score) benchmark or who received an industry credential. Denominator: Concentrators who left the program and who were in a subject area that required an OVCA test or an industry credential.	1
2A1 Completion	Numerator: Concentrators who left the program and completed an adult workforce career development program or completed sufficient occupational competencies to obtain employment (completers). Denominator: Completers & leavers enrolled in an adult workforce career development program.	1
3A1 Placement	Numerator: Status known completers who were employed, pursuing further education, in the military, and/or in the voluntary labor force (12 month after program completion). Denominator: Status known completers.	1
3A2 Retention	Numerator: Status known completers who were employed, pursuing further education, in the military and/or in the voluntary labor force (12 months after program completion). Denominator: Status known completers.	1
4A1 Participate Non-Trad	Numerator: Non-traditional participants in non-traditional programs. Denominator: Participants in non-traditional programs.	1
4A2 Completion Non-Trad	Numerator: Non-traditional program completers in non-traditional programs. Denominator: Completers in non-traditional programs.	1

E. Data Quality Improvement Strategies

In FY 2005 the Office of Career Technical and Adult Education implemented the recommendations made by an outside reviewer that was contracted to study data collection and reporting processes relevant to the performance reporting of post program placement data. The study was based on a sample of 41 career-technical planning districts representative of Ohio's, JVS, and Compact and Comprehensive secondary education delivery systems. A brief summary of findings follows:

- The study provided support for simplifying the reporting format and focusing data processes on those performance measures key to district's local needs and continuous improvement efforts.
- The study concluded that definitions of relevant terms were not consistently interpreted or applied. Specific recommendations included establishing functional, standard definitions for "sufficient mastery", "related employment" and "related education."

Based on these findings the Office of Career-Technical and Adult Education engaged internal and external stakeholders to consider the study's findings. Available data was examined and policy and legislative imperatives to design a streamlined accountability system were initiated allowing districts to define fundamental data elements that would enable them to target those measures key to student achievement and continuous improvement. The intent is to implement the system beginning in FY06. Products, services and communications are currently under development to facilitate district transition to a more streamlined system.

Additionally, the following projects are in place to maintain, monitor, clarify and improve the accuracy, reliability and completeness of Perkins accountability data:

- Use the secondary performance data report, originally implemented in FY 2002, to monitor performance data during the data reporting window for anomalies, software errors, and data misunderstandings. The field can review their performance data prior to the data deadline date. Continued improvements were seen as a result of this report being made available to the field and the state during the reporting window. It has become a key tool to explain data definitions, performance measures, and continuous improvement.
- Creation of an additional new secondary performance data report to show the field detailed information about each of the federal performance measures. This report mirrors the USDE CAR accountability forms so that each school district now sees what populations are being served and by what percentage. This is issued once at the end of the reporting cycle and is for the district's information only. Data is not monitored from this particular report.
- All adult Workforce Career Development (WCD) data continue to be reported through the new web-based AWE reporting system. Continued system improvements were introduced in FY 2004 to further capture the necessary data through this system. More enhancements/system modifications were made in FY 2005. The follow-up piece of data collection will be processed through the AWE system – finally eliminating the use of paper forms. In FY 2005, the program retention information was pulled from the AWE system – instead of a separate electronically transferred data file.
- Develop an adult performance data report for the field's use. The report enables the field to review their performance data prior to the data deadline date. This particular report is available through the web-based reporting system. It is an "on line real time" data report. An additional new adult performance data report will be created to show the field detailed information about each of the federal performance measures. This report will mirror the USDE CAR accountability forms so that the field can see what populations are served and by what percentage.
- Strengthen the linkages among the field, the Information Technology Office and the Office of CTAE. We continue to be a member of the inter-agency wage information coordination committee which links the adult SSNs with the UI wage record data. As a result of other data inquiries, other types of data sharing agreements are being considered.
- Continue to post the master performance measures documents for secondary and adult on the agency's web site. All performance information is current through FY 2005.
- Conduct regional meetings and other technical assistance/presentation opportunities to outline a variety of accountability and data reporting issues.

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