Ohio Department of Education

Office of Career-Technical and Adult Education

25 South Front Street, Columbus OH 43215-4183

FY 06
Comprehensive Annual Report
(CAR)

NARRATIVE

December 19, 2006

Executive Summary

Fiscal year 2005-2006 continued to be 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 continued to define a *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/revised to represent the depth and breadth of career clusters including core and pathway-specific technical skills and embedded academic content standards. The Office of CTAE 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 implementation of State Board Task Force on Quality Middle and High Schools recommendations to integrate the goals of career-technical into an overall plan for *high school transformation* and supported innovative practices through a variety of funding initiatives. Continuation 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) expanding assessment to include industry-recognized credentialing.* Industry credentials as part of the assessment system and correlation of standards to student organization competitive events were also addressed. Ohio continued supporting 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 2005-2006 all eligible districts used 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 fourth annual State Policy and Leadership Forum focusing on career-technical education as the core of High School Reform. A key guiding question was, *How can we transform the high school experience, align Ohio's P-16 system and blend education and workforce development by improving learning conditions; providing a challenging curriculum; preventing dropouts; and bridging the achievement gap?* A re-designed career-technical *leadership institute* continued to prepare the next generation of career-technical administrative leaders. Project Lead the Way Engineering Technologies, special populations sessions at an Ohio ACTE Conference, ,itWorks OHIO 2006 Annual Information Technology Educator Conference, Annual Ohio Business and Marketing Conclave, Agricultural Education Summit, ProStart Mentoring, and regional administrative meetings were other effective professional development activities.

The *High School Improvement Institute* promoted *Transformation and Transition:* the sessions focused on preparing eighth graders for the transition to high school, increasing Ohio Graduation Tests student success and strategies for ensuring high school graduates are college and career-ready. 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 continued the alignment of 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 FY 2006. Most federally negotiated performance indicators showed improvement. A data quality study completed in June 2004 led to the streamlining of state performance measures during FY 2005 and 2006. 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 HEI electronic data collection system. 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 2006 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.

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 were 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 FY 2006

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. Most recently, high skill, high demand, and high wage careers have been addressed.

In Ohio, career clusters are identified as career fields. Career Field Technical Content Standards continued being developed for each of the 16 career fields identified in Ohio's Administrative Rules for Career-Technical Education adopted in May, 2004. These content standards serve as the basis for local courses of study for all state-approved CTE programs. The standards represent the breadth and depth of a career field and include 1) technical competencies leveled to secondary and postsecondary instruction through the Associate Degree, 2) embedded academic standards from Ohio's Academic Content Standards in Mathematics, English Language Arts and Science, and 3) workplace readiness skills core to the career field that address core business processes, problem-solving, ethics, communication skills, safety and technology applications. A five-phase standards development process is used to develop the standards which involves business and industry representatives and technical and academic faculty from the

secondary and postsecondary levels. Standards for Information Technology and Construction were published and the development process was initiated for Manufacturing, Transportation, Arts and Communication, Hospitality and Tourism, Government and Public Administration. Final completion date for these documents is scheduled for December of 2006. The remaining content standards are scheduled for completion by June, 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 a half dozen measures of accountability including academic and technical achievement and post-program placement, continued to be used by career-technical planning districts as a tool for continuous improvement of secondary workforce development programs. One state report and 92 local profiles were posted on the ODE Website. For the third year, statewide performance data represented in each of the 16 career fields was incorporated into a document called the Ohio Career-Technical High School Career Field Snapshot. This document, also on the Web, provides student enrollment, demographic, achievement and post-program placement data for each of Ohio's 16 career fields. The snapshot reports such factors as which programs have the most graduates going on to college.

A statewide workshop targeted to district test coordinators enhanced the use of the electronic technical testing system. Individual assessments continued to be modified in order to maintain item validity and reliability. Emphasis continued to be placed on the use of industry-recognized credential exams as a part of the state assessment system. Specific industry tests for selected programs were published in a master matrix of program information, which is available on the CTAE Office website. Ohio has been interested in a career-technical assessment that focuses on the development of "technical literacy" (e.g., use of cognitive and academic knowledge and skills to assess core technical knowledge and skills within a career field). A prototype of such an assessment for IT networking was developed. Although the development of the prototype indicated that such a test could measure academic and technical integration in an appropriately rigorous way, it also demonstrated the costliness of such assessments.

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. If, through the monitoring process a district was found to have opportunities for improvement, a corrective action plan was developed. Follow-up on all opportunities for improvement was performed by the Administrative Field Services Unit personnel. 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 that supported programs in high-technology, high demand and high wage career fields. Additionally, state funding distributed in FY 2006 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. State supported grants promoted the implementation of the Project Lead the Way curriculum and stimulated the growth of these programs to 43 across the state representing a **69%** increase in these rigorous pre-engineering programs. 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 2006/2007 state biennium budget to support PLTW and rigorous course taking.

Over 700 information technology students and faculty participated in the 1st annual Ohio IT Challenge and Computer Skills Competition. The Ohio IT Challenge was held in conjunction with Sinclair Community College and Cuyahoga Community College. This event provided students with an opportunity to demonstrate 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 2006 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 First, was promoted at a variety of professional development venues across the state. Standards First 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. Improvements in OCIS in FY 2006 included a new keyword search, twenty percent more Ohio specific scholarships in the Financial Aid file, and an extensive Practical Learning Activity file-sorting utility. Plans were developed to add an Individual Academic and Career Plan portfolio to Ohio's OCIS system.

Professional development programs

2006 CTAE Policy and Leadership Forum

The fourth annual two-day Career-Technical and Adult Education (CTAE) Policy and Leadership Forum was held in February of 2006 with over 400 participants. The Forum theme, *Career-Technical Education: The Core of High School Reform,* gave presenters an opportunity to share perspectives to provide ideology, methodology and strategies for supporting transformational change and leadership for Ohio education. These perspectives, and a half-day interactive open space technology session, facilitated response to guiding questions about how we, as a leadership community, can transform the high school experience, align Ohio's P-16 system and blend education and workforce development.

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. After the Forum, the CTAE Web page (www.old.ode.state.oh.us/ctae/Policy/2006/default.asp) offered links to abstracts, talking points and/or presentations.

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CTAE Career-Technical Leadership Ohio

CTAE Leadership Ohio is a seven-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.

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. 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 a 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, six distance sessions using

online professional development Web casts, discussions, selected readings and a mentoring experience designed by the participant.

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 $178,000 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. Meetings are held regularly, not less than semi-annually, with teacher educator program faculty and administrators. Agendas from the meetings document discussion on topics to raise 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.

Furthermore, in order to foster the development of articulation agreements between institutions granting career-technical teacher licensure and associate degree programs, discussions were held and an artirculation model was drafted. From this model, the Ohio State University partnered with its four regional campus locations and their related associate degree programs. Students earn the career technical teaching license, then can transition into an associate degree program, which further transitions into a bachelors degree program, all with full articulation that eliminates duplication.

The sixth *Ohio High School Improvement Institute* continued to raise the bar and provide high quality professional development for approximately 750 educators. This year's event was sponsored by the state's High Schools That Work, Tech Prep, and Career Development initiatives and featured Ohio best practices in school reform. Evaluations showed, that participants ranked the Institute 4.23 out of 5 in terms of its benefit to the participant. In response to the statement, "My participation in the Institute has renewed or reinforced my commitment to school improvement'" participants ranked it 4.30 out of 5.

Standards First 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 approximately100 educators on "The Advisory Process". Participants were divided by school type (urban, career center, middle grade, etc) and worked with practitioners in exemplary advisory programs from that school type. 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 numeracy skills across the curriculum to inquiry-based instruction..

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 5th annual itWORKS.OHIO Information Technology Educator Conference provided an opportunity for nearly 200 secondary and postsecondary faculty members to upgrade their knowledge and skills in information technology. The conference once again featured highly rated presentations by Ohio business representatives and hands-on workshops. The conference was co-sponsored by Sinclair Community College with funds provided by the National Science Foundation and the Ohio ACTE Business Information Technology professional association. It was also supported by the Ohio Information Technology Business Advisory Council.

The 6th annual Ohio Business and Marketing Conclave was held in conjunction with the Ohio ACTE Marketing Education Division and the Business Information Technology Division. The conference drew over 100 business and marketing faculty from secondary schools throughout Ohio. The conference continued its focus on business and industry trends and practices and classroom best practices and also emphasized secondary to postsecondary articulation.

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 conducted to build awareness of new curriculum designs within the Agriculture & Environmental Systems career field. Each pathway in Agricultural and Environmental Systems career field were offered targeted workshops that focused on business trends, educational initiatives and instructional best practices.

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, expanded teacher training to include all five PLTW courses and held engineering-focused two-week training sessions for over 60 teachers. Additionally, teachers had access to assistance in offering the curriculum through the State Affiliate through out the year via a website and teacher Listserve.

A state-wide PLTW conference and update was held in conjunction with the State Affiliate and the Ohio State University to familiarize teachers with new technologies in engineering and new content areas specifically Materials Joining Technology. The conference was attended by over 173 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, 2005 to June, 2006, PLTW provided access to rigorous academics, high level technical skills, and statewide post-secondary articulation in engineering for 1,269 students across Ohio, including 17% females and a 27% diverse population. Forty-nine percent of PLTW enrollment is in the major urban-very high poverty schools. *An April, 2006 survey revealed a 91% transition rate of PLTW students to post-secondary education*.

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 in implementing its 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. HSTW and Tech Prep state personnel provided input as we continue to look at strategies to promote student career development in the absence of dedicated state funds. State leadership in FY 2006 coordinated rigorous technical assistance visits to 40 HSTW sites. Tech Prep consortia directors were provided specific data as to the results of a three-year intensive on-site review of Tech Prep. Both local consortia data and state trend data were provided to Tech Prep directors for program improvement.

Funding initiatives also drove academic integration by encouraging the use of (1) inquiry-based instruction, using the three new completed Technical Content Standards documents that promote specific Career Pathways, (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

The Office of Career-Technical and Adult Education continued work on the development of Career Field Technical Content Standards that embed academic standards with industry-validated technical competencies. The embedded academics are drawn from Ohio's Academic Content Standards in Mathematics, English Language Arts and Science. Embedding academic content standards explicitly defines the expectation that technical study must reinforce academic learning. The documents indicate the appropriate academic benchmarks for various technical competencies.

Curriculum Development

The Office of Career-Technical and Adult Education launched a major initiative to design, disseminate and evaluate curriculum models, instructional resources and professional development services utilizing an inquiry-based methodology. Development of inquiry-based units was completed for Information Technology, Manufacturing and Construction career fields. The units address multiple technical competencies and related academic content. In addition, 14 inquiry-based units were developed through a Tech Prep research and development grant that was a collaborative effort of the Ohio Department of Education and the Ohio Board of Regents and Ohio College Tech Prep. In the next year, both initiatives will be combined utilizing a web-based interface that will serve as a resource for Ohio's school districts.

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. In early 2006, a Computational Science and Engineering Curriculum was developed to augment the PLTW curriculum in conjunction with the Ohio Supercomputer Center at The Ohio State University and business and industry representatives.

Through a partnership with WoodLINKS USA a new wood product technology curriculum was developed, which is part of a new Construction Technologies Career Field Technical Content Standards document completed at the end of 2005. Furthermore, during this period, site visits were made to 26 Project Lead the Way programs focused on providing technical assistance to the school to promote implementation and sustainability of the program. Four PLTW programs received national certification from Project Lead the Way.

Adult Workforce Education (AWF)

Assessment of vocational and technical education programs

Perkins monitoring visits to adult workforce education centers continue to be beneficial in developing a consistent and pertinent monitoring document which was improved during this fiscal year. After a year of use by state staff and field personnel, several areas were clarified and improved. Monitoring visits evidence the need for the development of documents to serve as guidance or templates for consistency of courses of study. These visits continued providing insights into needed professional development to adult administrators. State staff developed an outline for a course of study manual which will be further developed during the next fiscal year.

Continuous 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 2006 *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. During FY 2006 the statewide and local specific reports provided trend data for state level analysis providing administrators with a benchmark to gauge and trend their own performance.

Professional development programs

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

In addition, an annual spring conference for adult workforce business-industry coordinators and adult educators attracted approximately 300 participants 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 and the delivery of services to employers.

Improvement and integration of academics and career technical skills

During FY 2006, adult workforce education met USDOE-negotiated performance levels. This was due to individual district and center data shared with all adult workforce administrators, presentations on performance expectations, technical assistance to centers, sharing data through the career-technical education website and a constant performance and accountability message in all communications and presentations.

Preparation for nontraditional training and employment

Nontraditional training and employment continued to be a priority and an issue for career-technical and adult education in FY 2006. Adult workforce education met the negotiated performance levels for non-traditional participation and completion although many discussions and options are being considered for more effective use of Perkins non-traditional funds for the next fiscal year. Currently, the funds have provided support for Orientation to Non-traditional Opportunities for Women (ONOW) with only five of these formerly nationally-recognized programs left. More creative and innovative approaches are being considered with the reauthorization.

Partnerships development

Partnerships continued to be the lifeblood of career and technical education. Stronger ties from secondary career-technical education and adult workforce education were made this fiscal year with the Ohio Board of Regents in implementing the articulation and transfer language from the biennium budget bill. 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 continued with licensing boards such as the Nursing Board, Public Safety Services and Cosmetology. These boards and associated associations specify the curriculum and assessments and license the students completing career-technical programming.

Partnership development

Tech Prep

The Ohio Department of Education co-administers the Perkins Tech Prep title with the Ohio Board of Regents. Integral to the success of Tech Prep has been the continued collaboration and partnership with Ohio business and industry. Business/industry professionals have provided essential direction through membership in the State Tech Prep Advisory Council, membership in each of the 23 Tech Prep Governing boards at the local level, participation in the development of inquiry-based instructional models, and participation in the development of resources to aid in implementing new career field programs. In FY 2006 grants were awarded to 14 Tech Prep consortia to partner in the development of inquiry-based instructional resources to aid in the implementation of 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 need 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.

Career Technical and Adult Education worked directly with several Ohio industries to meet workforce needs through the creation of industry-driven training programs including power generation technology with American Electric Power, First Energy and Duke Power. In addition, work was started with the aviation industry and the polymer industry to identify specific training needs and develop programming.

An Ohio Manufacturing Executive Council was also established to provide input to CTAE programming and guide the development of workforce development programs to meet the needs of Ohio manufacturing employers. This council was instrumental in the development of manufacturing competencies for secondary programs.

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 2006 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 development, evaluation and oversight, strategic planning, teacher education and licensure assistance and guidance on the appropriate uses of Perkins funds. The consultant conducted site visits at each institution.

The Ohio Department of Youth Services served approximately *two thousand youth* offenders in about 40 Career-Technical offerings operated in seven secure facilities located statewide. During FY 2006, all programs were evaluated for FY 2005 performance 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. During FY 2006, selected programs were also evaluated for FY 2005 performance 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 percent of the total (135,000) secondary workforce development program enrollments are students with disabilities. The 23,470 students with disabilities served in FY 2006 was 15 percentage points above the 20,449 served two years earlier, in FY2004. These students were represented across each of Ohio's 16 career fields with the largest number in programs and pathways within the Manufacturing Technologies 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 training sessions were held for educators and IEP teams on state and federal policies and the applicability of assessment and content standards to Individualized Education plans. Training 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 explored 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 2006. 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 in 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 was used by all career-technical planning districts in FY 2006 as part of the initial steps to prepare the New Perkins one-year transition plan.

Comprehensive school improvement planning at the district level was supported using 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.

The Methods of Administration Coordinator continued efforts to improve technical assistance and compliance monitoring to districts receiving Perkins funding by attending and participating in the USDE-OCR training for MOAs, which was held in Orlando, Florida in April. Previous changes that were made to the sub-recipient universe, including a six-year rotation schedule for considering Career-Technical Planning Districts for on-site visits, and the new approach of using CTPDs as the unit for on-site monitoring rather than individual districts proved to be successful. Smaller CTPDs, some of which had never received an on-site review, had the opportunity to receive technical assistance to ensure that the entire CTPD was in compliance with civil rights laws. Results from the on-site reviews and implementation of voluntary compliance plans were compiled into the FY 2005 and FY 2006 biennial report, which was submitted to the Office of Civil Rights prior to June 30, 2006. Because the monitoring program was successful last year, there have been no changes made to the targeting plan for FY07.

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

In FY 2006, grants were awarded to ten career development programs to conduct research based on career intervention strategies. ACRN funds (Section 118) were used for the grants. The purpose of the grants was to determine what career development strategies increase student career maturity and impact academic achievement. All grant recipients worked with a researcher at The Ohio State University who specializes in student career development to ensure research results were valid. This information will be used to shape future career development activities, statewide, for Ohio students.

Another emphasis in FY 2006 was the development of a revised Individual Career Plan for student use in grades 8-12. The new document, the Individual Academic and Career Plan will be electronic in format and included as part of the Ohio Career Information System. There will be a stronger emphasis on Career Pathways and academic achievement in relation to career goals.

The Department continues to maintain and distribute the Ohio Career Information System. In FY 2006, again small grants were made available to career-technical planning districts to develop leadership for promoting use of OCIS. Grant recipients continued to work with a network of peer leaders in local schools, postsecondary institutions and public libraries to increase OCIS usage. Improvements in OCIS in FY 2006 included a new keyword search, twenty

percent more Ohio specific scholarships in the Financial Aid file, and an extensive Practical Learning Activity file-sorting utility.

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 and conferences served over 6,200 students and focused on leadership development, environmental education and healthy lifestyles. Leadership conferences were also held for DECA and BPA with over 7,500 students and teachers participating. These conferences and workshops included assessment of performance-based competitive events and curriculum-based leadership activities.

During the 2005-2006 year, 1,300 students and advisors also participated in a variety of Leadership Conferences with a focus on Community Service and Legislative Advocacy. 3100 students participated in the SkillsUSA Ohio Championships at the State and Regional Levels with 185 advancing to National Competition of which 116 earned gold, silver or bronze medals. Ohio also had 2 National Officers elected to SkillsUSA and 1 instructor named National Region III Advisor of the Year.

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. Discussions continued laying 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 transforming the high school experience and 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 followed 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 had access and opportunities for integrated career-technical and academic education The funding distribution allocated basic grant funds to secondary, postsecondary and adult workforce education programs. Secondary programs were delivered through 92 career-technical planning districts organized to include all of Ohio's 613 school districts. Postsecondary programs were 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 was not sufficient to conduct a program meeting the requirement of section 135 formed consortia as encouraged in Perkins legislation (Section 131). Job training programs provided in the state's youth and adult correctional institutions received Perkins funds and were administered through two state agencies defined early in this report. The following chart outlines the number of local eligible recipients for FY 2006.

Local Eligible Agencies Funded in FY 2006

Category		**Total**
Secondary level		92
Adult Workforce Education	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 are required to 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.

In FY 2006 local plans & applications were submitted, evaluated, approved and monitored through the state's automated grants administration and management system (CCIP). 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 identified 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.

In compliance with Administrative Rules 3301-61-02 and 3301-61-03 (adopted by State Board of Education, May 2004), all career-technical planning districts submitted a five-year Career-Technical Education Plan (CTEP) showing projected secondary workforce development program offerings within Ohio's 16 career fields. The online tool for CTEP delivery also captured the projected level to which administrative rule components will be met by FY2010, as well as member district and group involvement in plan development and resources used to identify current and future needs of students, community, education, business and industry.

IV. *Accountability*

A. Performance Results and Program Improvement Strategies

Ohio had positive performance growth in FY 2006. Most federally-negotiated performance indicators showed improvement. Student level enrollment and performance data continues to be collected via these statewide systems:

- Secondary data – Education Management Information System (EMIS), operated by the Ohio Department of Education
- Postsecondary data – Higher Education Information (HEI) data system, operated by the Ohio Board of Regents
- Adult data – Adult Workforce Education (AWE) Data Reporting System, operated by the Ohio Department of Education

Ohio continued to improve these systems so that all enrollment and performance data are collected through one data point. Preliminary analysis indicated that Ohio continued to make anticipated and planned progress on many performance measures. Factors positively impacting Ohio's performance measures included;

- An emphasis on technical and academic standards, accountability and partnerships
- Promotion of innovation and quality
- Alignment of curriculum, instruction and assessment around career clusters and pathways, secondary through postsecondary
- Focus on data quality
- Administrative rules adopted by the State Board of Education in May 2004 continued to drive program improvements. Additional analyses with secondary and postsecondary adult workforce education measures will continued to be the focus of staff development with both state administration and leadership and with district administrative leaders. Technical assistance and professional development opportunities continued 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 2007 will focus on meeting the objectives established in the 2003-2004 revisions to the state plan and on preparing for the FY 2008 state transition plan.

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

Secondary

1S1 – Attainment of Academic Skills – Ohio again fell short of the negotiated performance level. When reviewing the CAR trend data over the last six program years, Ohio does well but continue to miss the negotiated performance level. To strengthen academic achievement of career-technical students, Ohio's academic content standards are embedded in the new career cluster technical content standards. Professional development initiatives on the new career cluster standards are inclusive of both technical and academic teachers.

Ohio's high school academic tests that are reported for No Child Left Behind transitioned from the Ninth-Grade Proficiency Test to the Ohio Graduation Tests (end of tenth grade test). FY 2006 was the last year that 12th grade students (who are generally the career-technical concentrators leaving school) were held accountable for passing the Ninth-Grade Proficiency Test. However, students who had not passed a required part of the Ninth-Grade Proficiency Test were allowed to substitute passage of an equivalent Ohio Graduation Test to meet graduation requirements.

However, Ohio's calculated rate of academic skill attainment includes only those students who passed all required parts of the Ninth-Grade Proficiency Tests. Students who passed any Ohio Graduation Test in lieu of a corresponding required part of the Ninth-Grade Proficiency Tests are not included in the numerator but are included in the denominator used to calculate the rate. This has a negative impact on Ohio's performance level. Had students who passed any of the Ohio Graduation Tests been included in the numerator, Ohio's performance level would have been higher. Beginning in FY2007, the performance level on this indicator will be based on passage rates of the Ohio Graduation Tests.

While there has been some improvement, data quality continues to be an issue. Ohio developed a new student-level data verification report (for career-technical performance) that districts can use to review the quality and accuracy of their performance data during the reporting period. Despite the office's communication efforts, since this report was so new, many districts did not use it. Meetings are planned in FY2007 to help districts better understand and use the student-level data verification reports, with a focus on reviewing the Ohio Graduation Test data reported for each student.

4S2 – Completion in Non-traditional Programs – Ohio fell short of this performance level for the third consecutive year. A deeper review of these data revealed that female students are much more likely than male students to participate in non-traditional programs, but are not as likely as males to complete those programs. Similarly, Asian/Pacific Islanders and Black non-Hispanics are more likely to participate in non-traditional programs than students of other racial/ethnic groups, but are not as likely to complete those programs. Additionally, students with disabilities have low participation and completion rates of non-traditional programs. Ohio will begin to use this information to strategically target efforts to attract and retain underrepresented student groups in non-traditional programs.

Adult

Ohio exceeded the federally negotiated level on all adult performance indicators.

Postsecondary (Colleges)

In 4P1 and 4P2 – non-traditional participation/completion – Ohio fell below the negotiated performance levels. Through our monitoring process, we have identified those colleges that have not performed well on these measures and assessed how these schools could improve their outcomes. Currently, colleges are focusing more on promotion of these non-traditional careers and developing programs that might help recruit individuals for these careers. Ohio will continue to offer targeted technical assistance to improve the results of these measures.

B. Performance Results for Special Populations

For the 2006 CAR, Ohio postsecondary (colleges) was able to report on all but two indicators (displaced homemakers and students with disabilities). Ohio attempted to have these two special population categories placed on college enrollment applications; however through assessing participating colleges it was determined that colleges would incur high cost in changing their applications as well as deal with issues of legality for requesting that students provide information on disabilities or displaced homemaker status. Responsive to USDOE, it was determined that Ohio will obtain this information through other voluntary means. The 2007 CAR will include disaggregated data on displaced homemakers and students with disabilities.

C. Definitions

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

Secondary Career-Technical Concentrator: A career-technical student who is enrolled in the last class of a series of classes within a workforce development program or is in the final class of a competency-based series of experiences. This EMIS field is completed in the October and Yearend data collection reporting periods (or in some instances, in Yearend only).

Secondary Career-Technical Completer: A student who has enrolled in and completed an approved career-technical workforce development program AND demonstrated sufficient mastery of career-technical and academic subject matter to prepare for career and life-long learning goals as set forth in his/her individual career plan, AND is no longer enrolled in secondary school. A student must be reported as a concentrator in order to be reported as a completer. This EMIS field is completed in the Yearend reporting period.

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

Adult Career-Technical Participant: See the definition of Adult Career-Technical Concentrator.

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

Adult Career-Technical Completer: An adult career-technical concentrator is reported as a completer upon attaining occupationally specific skills sufficient for employment in a cluster of specific occupations AND is no longer in the program.

Postsecondary Career-Technical Participant: See definition of Postsecondary Career-Technical Concentrator

Postsecondary Career-Technical Concentrator: A student who 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 Career-Technical 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 who passed all required Ninth-Grade Proficiency Test "subject" tests or were exempt from all of the Ninth-Grade Proficiency Test "subject" tests. **Denominator:** Concentrators who left school who were required to take a Ninth-Grade Proficiency Test "subject" test or were exempt from all of the Ninth-Grade Proficiency Test "subject" tests.	**1**
1S2 Technical Attainment	**Numerator:** Concentrators who left school who met/exceeded the Oho Career-Technical Assessment (total score) benchmark. **Denominator:** Concentrators who left school who were in a subject area that required an Ohio Career-Technical Assessment test, and took a required Ohio Career-Technical Assessment 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, 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 (College)

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**

ADULT

Column 1 Core Sub-Indicator	Column 2 Measurement Definition	Column 3 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 Ohio Career-Technical Assessment (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 Ohio Career-Technical Assessment, and took a required Ohio Career-Technical Assessment 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 and leavers (students who left the program without completing the skills necessary for employment in occupations related to training) who do not enroll 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

The following projects are in place to maintain, monitor, clarify and improve the accuracy, reliability and completeness of Perkins accountability data – Secondary, Postsecondary and Adult:

Secondary and Adult

- Continue to update and post the master performance measures documents for secondary and adult on the Ohio Department of Education's Web site.
- Continue to post statewide and local Performance Reports on the Ohio Department of Education's Web site. This allows locals to view statewide reports and all local reports, and use data for benchmarking and target setting purposes.
- Continue to negotiate performance levels with locals. This process was improved in FY 2006 by the development of an Excel worksheet with embedded formulas that was much easier for the locals to understand and use.

Secondary

- Update and improve existing EMIS data verification reports to provide districts with data needed for monitoring 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.
- A new report was developed in FY 2006, containing career-technical performance data on each individual career-technical student in a school district. The districts that used the new report found high value in the report, as it allowed them to determine exactly how each student was reported, and find and correct data that was misreported on any student. As more districts use this report in future years, we anticipate that the quality of performance data will improve.
- Continue to post additional performance measure reports on the Ohio Department of Education's Web site – statewide and local *Performance Profile* and statewide *Career Field Snapshot*.
- Conduct regional meetings and other technical assistance/presentation opportunities to assist locals on a variety of accountability and data reporting issues. Target audiences in FY 2006 included local career-

technical administrators; local EMIS coordinators (local staff who report the data); and staff of the regional Information Technology Centers.

Secondary and Postsecondary (colleges)

- Ohio is working to create a data linkage between the Ohio Department of Education and the Ohio Board of Regents data base systems, particularly for Tech Prep student tracking

Postsecondary (Colleges)

- Ohio created database queries in the Higher Education Information System (HEI) for Tech Prep student tracking.
- Much of the special populations data were collected in the Higher Education Information (HEI) data system for the first time in FY 2006. Ohio continues to work with colleges on the collection and reporting of Individuals with Disabilities and Displaced Homemaker data, and these data will be collected and reported in FY2007.
- Ohio is developing a web-based system to provide participating Perkins & Tech Prep campuses the ability to view state reports, create graphs and charts, and query data for local reports.

Adult

- Ohio is strengthening the linkages among the field and ODE's Information Technology Office and Office of CTAE. Ohio continues to be a member of the inter-agency wage information coordination committee that 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.

Career-Technical and Adult Education Organizational Chart

25 S. Front Street, 6th Floor
Columbus, OH 43215-4183
(614) 466-3430

Products & Customer Services
(614) 466-3430

Director
(614) 466-3430

Center Fiscal Office
(614) 644-8548

System Operations and Linkages
(614) 466-3900

Adult Learning Services
(614) 466-5015

- Adult Basic and Literacy Education
- Adult Workforce Education
- State Approving Agency for Veterans Training

System Planning, Analysis and Improvement
(614) 466-3430

- Administrative Field Services
- Career Development Systems
  - K-12 Career Development
  - High Schools That Work
  - Ohio Career Information System
  - Tech Prep
- Educator Development
- Performance Systems

Pathways
(614) 466-3430

- Business, Marketing, and IT
- Career Based Intervention
- Agriculture and Environmental Systems
- Family & Consumer Sciences
- Industrial & Engineering Systems and Health Careers