

Ohio Department of Education
Office of Career-Technical and Adult Education
25 South Front Street, Columbus OH 43215-4183

FY 2007
Comprehensive Annual Report
(CAR)

NARRATIVE

December 20, 2007

Executive Summary

The 2006-2007 (fiscal) year was successful for the Ohio Department of Education (ODE). 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 and complied with all legally 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* were developed/revised to represent the depth and breadth of career clusters (termed “career fields” in Ohio), including core and pathway-specific technical skills and embedded academic content standards. The Office of CTAE continued placing 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 continued to use innovative practices through a variety of funding initiatives while aligning the work with the 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*. Continuation of Tech Prep *innovation grants* supported the development of models to expand student options and increase access to Tech Prep articulated programs. CTAE state staff participated and shared leadership in a number of interagency, governor-led, statewide economic and workforce development initiatives such as the *Governor’s Workforce Policy Board*, *TurnAround Ohio Plan*, *Bridges to Opportunity Initiative*, *Ohio Workforce Coalition planning*, *Ohio Skills Bank*, *One Stop collaborations*, *Statewide Credit Transfer*, *Stackable Certificates* and the *National Governor’s Association* grant that supports the development of a statewide Science, Technology, Engineering and Mathematics (STEM) network through regionally spawned, replicable networking initiatives and development of Ohio STEM high schools in partnership with business and industry.

The office of CTAE also continued focus 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*. By the end of FY2007, 10 of 16 career field content standards documents were completed. 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 2006-2007, all eligible districts continued using an online grants management system that allows for an efficient fully integrated approach to district comprehensive continuous improvement planning (CCIP).

The state plan for Professional development included the fifth annual State Policy and Leadership Forum that focused on bringing stakeholders together to develop a plan for educational transformation. Under the forum theme, *Career-Technical Education: Bringing It All Together*, presenters shared perspectives to provide ideology, methodology and strategies for supporting transformational change and leadership for Ohio education. The goals for the 2007 Forum were to (1) Understand how successful and data-driven local practices can be replicated; (2) Learn about the new federal Carl D. Perkins (IV) legislation and provide input into Ohio’s State Plan; and (3) Understand the connections among education transformation, career-technical education and state economic 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.

The Eighth Annual *High School Improvement Institute* was planned in FY2007 and conducted at the start (November 2007) of FY2008. The institute was part of a series of three professional development events united under the singular purpose of transforming Ohio education. The other two events were the forum and the annual state conference sponsored by the Ohio Association for Career and Technical Education. The objective at all three was centered on zero dropout rate and 100 percent high school graduation.

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. Colleges and universities that prepare career-technical teachers concluded the fiscal year with new and revised higher standards. The *assessment* of vocational/career 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 FY2007. Most federally negotiated performance indicators showed improvement. At the college level, a higher education task force was formed to better capture such special populations’ data such as that for displaced homemakers and individuals with disabilities. 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 collaboration 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 continued partnerships 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. As in the previous year, in FY2007 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 2006-2007 steps were made to communicate the importance of collecting data from 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 and 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; and
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 Ohio CTPDs encompassing all of Ohio's 613 school districts. CTPD 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. High-skill, high-demand, and high-wage careers were 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 foundational 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 that involve business and industry representatives and technical and academic faculty from the secondary and postsecondary levels. In 2006, Career Field Technical Content Standards were published for Information Technology and Construction Technologies. In 2007, Career Field Technical Content Standards were published for Manufacturing Technologies, Transportation Systems, Arts and Communication, Government and Public Administration, Hospitality and Tourism, Human Services, Health Science and Law and Public Safety. The development process was initiated for Engineering and Science Technologies, Business and Administrative Services, Finance, Marketing, Agriculture and Environmental Systems and Education and Training. 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 and Literacy Education (ABLE).

II Report on State Leadership

A. Required activities

Assessment of vocational and technical education programs

The assessment of vocational/career and technical education programs in Ohio was completed by the analysis of performance measures collected through the state's Education Management Information System (EMIS) for secondary programs, Higher Education Information (HEI) data system for postsecondary/college programs and the Adult Workforce Education (AWE) data system for postsecondary/AWE programs. The assessment system included an analysis of subpopulation results including gender, race/ethnicity and special populations.

Statewide and career-technical planning district (CTPD) secondary performance reports were developed, validated and posted on the ODE Web site. Data from the reports were extracted and formatted into a "friendlier" document called the "profile." Additionally, for the first time in FY2007, each CTPD received a report with state and local demographics and performance measures broken out for each of the 16 career fields. These reports are heavily used by the CTPDs.

Statewide, CTPD and consortia postsecondary/adult performance reports were also developed, validated and posted on the ODE Web site. Postsecondary/college performance results were shared with the college Perkins recipients. Postsecondary/college performance reports were sent to the participating Perkins college campuses and shared with college officials and stakeholders.

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.

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 supported programs in high-technology, high-demand and high-wage career fields. Additionally, state funding distributed in FY2007 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 percent increase in these rigorous pre-engineering programs. These funds encouraged the development of coursework delivery via distance learning and Web technology. Tech Prep funding supported the initiation of "We are IT," an initiative to encourage girls to seek careers in information technology and other STEM related careers. Over 1,000 girls participated at 10 different college sites.

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 2007 the Office of CTAE continued to approve grants through the state's automated grants management system, the Comprehensive Continuous Improvement Plan (CCIP). 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 FY2007 included a new keyword search, 20 percent more Ohio specific scholarships in the Financial Aid file, and an extensive Practical Learning Activity file-sorting utility. The Individual Academic and Career Plan (IACP) was unveiled and implemented the fall of 2007 as a tool for career planning in conjunction with the OCIS.

Professional development programs

2007 CTAE Policy and Leadership Forum

The fifth annual two-day Career-Technical and Adult Education (CTAE) Policy and Leadership Forum was held in February of 2007 with nearly 500 participants, including a large number of higher education attendees. The Forum theme, *Career-Technical Education: Bringing It All Together*, gave presenters an opportunity to share perspectives to provide ideology, methodology and strategies for supporting transformational change and leadership for Ohio education. These perspectives 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 with three goals: 1) understanding how successful and data-driven local practices can be replicated; 2) learning about new federal Carl D. Perkins (IV) legislation; and 3) understanding the connections among education transformation, career-technical education and state economic 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.ode.state.oh.us with keyword search: *CTAE Policy Forum*) offered links to abstracts, talking points and presentations. For the first time in 2007, the forum was designed as part of a series of three professional development events focused on transforming Ohio education. The other two events were the Ohio Association for Career and Technical Education conference in July and the School Improvement Institute in November.

CTAE Career-Technical Leadership Ohio

CTAE Leadership Ohio is a nine-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 three Academies since January of 2005 with a total of 46 participants, including 17 in the latest fiscal year. 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, face-to-face meetings, 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 \$192,000 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 Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The office will be transitioning to the new educator preparation standards once finalized in 2008. 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.

To foster the development of articulation agreements between institutions granting career-technical teacher licensure and associate degree programs, The Ohio State University continued offering an Associate of Arts Degree with a specialization in Career and Technical Education with its four regional campus locations. Students earn the career technical teaching license, then transition into an associate degree program, which further transitions into a bachelor's degree program, all with full articulation that eliminates duplication. A master's degree with a specialization in Career and Technical Education has also been developed.

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 Information System (OCIS) introduced the Individual Academic and Career Plan (IACP) as part of the OCIS online student portfolio in the spring of 2007. Plans were made for 13 OCIS/IACP regional professional development workshops for the fall of 2007. Spring regional workshops are being planned for further professional development on the IACP as well as the portfolio administration tool, a data collection component of the system.

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 and problem-based classroom strategies.

The 6th annual *iWORKS.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 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.

Industrial and Engineering Systems and Health Careers unit worked with business and industry representatives, including Lincoln Electric, Inc. and postsecondary partners to develop a template for delivering focused, ongoing, quality, industry-driven authentic teacher professional development. The template includes two hours of industry update; four hours of problem-based instruction based on the new Career Field Standards documents; and a minimum for 12 hours hands-on skills update directed by industry. This model will be piloted in FY2008.

A partnership was formed with the Ford Motor Company Fund to bring problem-based learning and 21st Century Skills to all career fields through the use of the Ford Partnership for Advanced Studies, provide teacher training in problem-

based learning and provide technical assistance to the programs through site-visits. Ohio implemented 17 Ford Partnership for Advanced Studies programs in multiple career field areas.

The 6th annual Ohio Business and Marketing Conclave was planned and hosted by the Ohio ACTE Marketing Education and Business Information Technology divisions. The conference drew over 100 business and marketing faculty from secondary schools throughout Ohio and continued its focus on business and industry trends and processes and classroom best practices.

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 and Environmental Systems career field. Each pathway in the Agriculture and Environmental Systems career field was offered targeted workshops that focused on business trends, educational initiatives and instructional best practices. A three-session program, designed to help beginning teachers successfully transition into their program, was held for agricultural educators in their first through third year of teaching.

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 Automotive Youth Educational System (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 statewide PLTW conference and update was held in conjunction with the State Affiliate and the University of Akron to familiarize teachers, school administrators, and guidance counselors with Computational Science and Engineering. The conference was attended by over 225 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 Web site specific to PLTW. From July 2006 to June 2007, PLTW provided access to rigorous academics, high-level technical skills, and statewide postsecondary articulation in engineering for over 2,000 students across Ohio, including 18 percent females and a 22 percent diverse population. Forty-nine percent of PLTW enrollment is in the major urban-very high poverty schools. A June 2007 survey reveal a 91.8 percent transition rate of PLTW students to postsecondary 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 (HSTW)* and Tech Prep. The Ohio *HSTW* Network has 111 high schools implementing the strategies and framework of *HSTW* Initiative. The four Ohio Regional *HSTW* Offices support the work of the schools through assigned school improvement coaches, targeted professional development, technical visits, action research, data-based decision making, leadership and school culture change. Additionally there are 57 middle schools implementing the framework of the Making Middle Grades Work initiative. The transition from middle grades is an essential component for student success in high school and post-secondary. Ohio *MMGW* assist schools in the network to implement a belief that all students matter, using technology is an essential part of learning, and the use of data to change classroom practices. Schools across Ohio continue to express interest in the Ohio *HSTW/MMGW* Network; however, limited resources and level funding over the last six years have put a strain on expanding the reach of the Ohio *HSTW/MMGW* Network.

The integration of school improvement initiatives and a strengthening of the partnership between High Schools That Work, Tech Prep and career development continue as a focus. *HSTW* and Tech Prep state personnel provide input as we continue to promote strategies for student career development. The *Individual Academic and Career Planning* tool now available through the Ohio Career Information System has been incorporated into the Ohio *HSTW/MMGW* strategies. State *HSTW* and regional leadership coordinated 55 Technical Visits to *HSTW/MMGW* sites in FY2007.

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, Social Studies 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. Fourteen inquiry-based units were completed in the areas of Information Technology, Manufacturing and Construction through grants to Tech Prep consortia. A Web-based interface was also completed to post all completed units for teachers to use for curriculum planning. To meet the workforce needs in the economic driver areas of Ohio, new career pathways were developed in Manufacturing Operations, Automation and Robotics, and Integrated Systems Technology. Through a collaboration with the power production industry a new Power Technology program was developed to transition to an associate degree. Three programs were implemented. In addition, a Power Technology: Distribution curriculum was developed to prepare line workers. This training represents the first year of apprenticeship. One new program was implemented in Scioto County.

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 again during this fiscal year. In the second year of use by state staff and field personnel, the monitoring document is producing information regarding best practices. Reporting is improving and is being aligned with the North Central Accreditation process when possible. Monitoring visits continue to provide evidence for the development of guidance documents or templates for local implementation of programs of study as required under the Perkins Act of 2006. Monitoring visits provided insights into needed professional development for adult administrators and staff.

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 007 *all were met with the exception of academic performance of workforce development completers using the ACT WorkKeys assessments of Locating Information and Applied Math.*

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 2007 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 continued to be topically focused and led by skilled administrators to provide continuity to the profession.

In addition, the annual spring conference for adult workforce business-industry coordinators and adult educators attracted approximately 250 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 FY2007, adult workforce education met USDOE-negotiated performance levels with the exception of academic achievement using the ACT WorkKeys assessments of Locating Information and Applied Math. Although individual district and center data is continuously monitored by all adult workforce administrators this specific measure was not met. State staff and others presented information on performance expectations on numerous occasions and state staff provided technical assistance to centers, data were shared through the career-technical education Web site and a constant performance and accountability message in all communications and presentations was stressed.

Preparation for Nontraditional Training and Employment

Nontraditional training and employment continued to be emphasized at all levels of career-technical and adult education in FY2007. Adult workforce education met the negotiated performance levels for non-traditional participation and completion, and a new strategy for meeting the non-traditional objective of the Perkins Act emerged during the fiscal year.

A statewide initiative was created to increase female enrollment in information technology (IT) and IT-related career pathways beginning in high school and transitioning into postsecondary education. Guided by the Ohio Business IT Advisory Council (with representatives from Ohio business and industry, Ohio Board of Regents, Franklin ESC), representatives from Ohio high schools and career centers offering CTAE-funded secondary and adult IT programs) and faculty from selected Ohio community colleges with IT-related majors, a statewide "We are IT" day was held for ninth grade girls with an interest in IT at nine community colleges on a single day in November. The event was successful and is one that will be expanded in the next fiscal year. Evaluations were extremely positive from the planning committees and community college staff, parents and participating students. The goal of increasing the number and diversity of students entering and completing IT and IT-related career pathways will be tracked during the next few years. It is also anticipated that this event can be replicated in other industry sectors.

Partnerships Development

Partnerships continued to be the lifeblood of career and technical education. Secondary career-technical education, adult workforce education and the Ohio Board of Regents worked cooperatively and intensively on the articulation and transfer of coursework stemming from directives in the biennium budget bill. Legislated authority accelerated the process by which secondary and adult workforce education learners articulate and/or transfer their coursework to achieve meaningful and necessary postsecondary degrees efficiently and seamlessly while maximizing their financial investments in education and training. Much work was accomplished in aligning course objectives and content in nursing, medical assisting, automotive, engineering technologies and information technology-networking. Beta testing was developed to streamline the process of program approval.

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 students completing career-technical programming.

Partnership development

Tech Prep

The Ohio Department of Education co-administers the Perkins Title II Tech Prep grant with the Ohio Board of Regents. Integral to the success of Tech Prep has been the continued collaboration and partnership with Ohio's postsecondary educational institutions and Ohio's businesses and industries. Providing a seamless transition from secondary to postsecondary has been the focus of the collaborative work between the secondary and postsecondary partners. Members of the individual 23 consortia work directly with secondary and postsecondary partners to ensure student matriculation. In addition, the FY2007 State Expanded Enrollment grant included the postsecondary partners in the development of appropriately rigorous, inquiry-based instructional units at the postsecondary level that build on the secondary inquiry-based units in IT, Manufacturing and Construction. These postsecondary partners have provided direction through membership in the State Tech Prep Advisory Council, membership in the 23 Tech Prep Governing boards and participation in leveraging resources in the development of new career field programs.

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 identification of new programs to meet workforce needs and the development of resources to aid in implementing the identified new career field programs. In FY2007 grants were awarded to all 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. In FY2007 these consortia developed 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 Governor Ted Strickland *Governor's Workforce Policy Advisory Board and the Governor's TurnAround Ohio plan* which is the policy platform of the administration. In addition, the *Bridges to Opportunity Initiative*, originally funded by the Joyce Foundation, has now shifted from the KnowledgeWorks Foundation to Community Research Partners through the Shifting Gears project that continues state policy implementation. Activities authorized by these initiatives that involve CTAE responsibility and partnership/leadership include:

- 1) *TurnAround Ohio*. This is the Strickland-Fisher administration plan to renew the workforce development and training system as the core of regional economic development. As regions work to develop jobs for Ohio workers, it is essential to be sure that workers are prepared to fill particular jobs; career-technical and adult education has a strong role in this regional strategy at both state and local levels. A second strategy of the administration is to consolidate and strengthen Ohio's workforce training system by rationalizing the administration and funding of major adult education and workforce development programs at the state level. Based on the current biennium budget adult workforce education programs and those of ABLE will transition to the Ohio Board of Regents and this strategy will become a reality. Career-technical and adult education leadership is heavily involved in all activities surrounding the transition of fiscal, programmatic and operational aspects of the physical relocation of both adult workforce education and ABLE.
- 2) *Ohio Workforce Coalition* The Ohio Workforce Coalition brings together Ohio practitioners, researchers, and interest groups from workforce development, education and training, industry, labor, economic development, and human services to (1) share knowledge; (2) improve public policy; and (3) encourage public and private investment in raising the skills of Ohio's adult workers. The Coalition believes building a skilled adult workforce is crucial for Ohio to meet the labor needs of employers, stimulate economic growth throughout the state and improve the personal prosperity of Ohio families. Career and technical education state staff and local administrators are part of the coalition.
- 3) *Ohio Skills Bank*. Through a competitive grants process, this collaborative effort provides flexible funding to regional industry sector training consortia to provide skills training and support to industry sectors facing critical skills shortages. This strategy is funded through WIA discretionary funding and involves a strong partnership from career-technical and adult education in the creation and dissemination of information surrounding this effort and in providing leadership in evaluating regional proposals.
- 4) *One Stop State Partners*. Through this group of state partners, workforce development and training entities cooperate and collaborate to improve the programs and services offered through Ohio's One Stop system. Monthly meetings as well as videoconferences are conducted monthly to benefit all state and local cooperative ventures and share collective information.

The Office of Career-Technical and Adult Education works 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 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. The Office of Career-Technical and Adult Education is working in partnership with the Ohio Board of Regents to establish a procedure and develop a Web-based mechanism needed to identify program learning outcomes that can be guaranteed for credit to fulfill this 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 one percent of Ohio's FY 2006-2007 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 2,513 youth offenders in about 40 career-technical offerings operated in seven secure facilities located statewide. During FY2007, all programs were evaluated for FY2006 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 2,720 adult offenders in 85 adult and secondary career-technical programs operated within 25 secure facilities statewide. During FY2007, selected programs were also evaluated for FY2006 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 career-technical education remained stable. Approximately 18 percent of the total (176,675) secondary workforce development program enrollments are students with disabilities. The 31,701 students with disabilities served by career-technical programs during FY2007 reflect a 19 percent increase over FY2005 levels.

During FY2007, a renewed collaborative relationship was established between the Office of Career-Technical and Adult Education and the ODE Office of Exceptional Children to help insure access and results for CTE students on IEPs. To facilitate this collaboration, the aforementioned ODE offices developed and disseminated via the Web a set of questions and answers regarding services to students with disabilities in career-technical programs.

During FY2007, a statewide task force designed to enhance collaboration between schools to improve programs and services to students with disabilities was created through a collaboration between the Office of Exceptional Children and the Office of Career-Technical and Adult Education. A statewide focus group meeting identified four priorities for improvement, including improved communications between districts and schools, increasing professional development opportunities for teachers who serve students with disabilities, including pre-service for new teachers, improving the IEP process, and improving and increasing career development and career assessment for career-technical students with disabilities. That group's work continues into FY2008.

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 Achievement and Ohio Graduation Tests. Work was begun to develop administrative rules that will assure quality program standards for CBI programs statewide.

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 FY2007. 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 primary focus of the Administrative Field

Services Unit during FY2007 involved information dissemination and providing technical assistance as recipients prepare to plan for and meet the requirements of the recently reauthorized Perkins IV legislation. 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 (MOA) 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 Virginia Beach, Virginia, in May. 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 FY2007 and FY2008 biennial report, which will be submitted to the Office of Civil Rights prior to June 30, 2008. Because the monitoring program was successful last year, there have been no changes made to the targeting plan for FY2008.

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 FY2007, grants were awarded to 10 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 FY2007 was the development of an Individual Academic and Career Plan for student use in grades 8-12. The new document is 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 FY2007, 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 FY2007 included a new keyword search, 20 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 attending. [A total of 1,700 students participated in FCCLA state conference and 212 at the national conference.](#) These conferences and workshops provided opportunities for students to participate in both performance-based competitive events and curriculum-based leadership activities.

During the 2006-2007 year, 1,100 students and advisors participated in a variety of Leadership Conferences with a focus on Professional Development and Legislative Advocacy. Of the 2,700 students who participated in the SkillsUSA Ohio Championships at the State and Regional Levels, 172 advanced to National Competition of which 74 earned gold, silver or bronze medals. Ohio also had two National Officers elected to SkillsUSA. A total of 119 students and 32 advisors attended the SkillsUSA Ohio Summer Leadership Camp at Hocking College. This camp

focused on creation of a leadership pathway between the high school and postsecondary experience. The Family, Career and Community Leaders of America had 19,564 members in FY2007.

Secondary and Postsecondary Linkages

The Ohio Department of Education and the Ohio Board of Regents continue to expand Ohio's Tech Prep curricular framework for Grade 9 -16 pathways that align with Ohio's academic and technical content standards and provide a seamlessly 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 and to meet the requirements of the Perkins IV legislation.

Ohio has developed statewide articulation models via the Ohio's Career-Technical Credit Transfer (CT²) that guarantee transferability of credits from Ohio high school/adult workforce career-technical programs to Ohio public two-year and four-year institutions (Ohio HB 66). Current work is focused on developing transfer guidelines in five technical areas: Nursing, Electrical/Mechanical Engineering Technology, Medical Assisting Information Technology-Networking and Automotive Technology. At five regional beta test locations, 29 career-technical and higher education institutions are engaged in matching their technical course/program content to CT² learning outcomes in five technical areas. Before proceeding to statewide implementation, the key steps of matching, submitting, and reviewing are being beta tested to identify course validation issues, opportunities, and recommendations.

In addition, S.B 311, has put into motion a process to develop a P-16 Council and increase opportunities for students to earn (college) credit toward a degree while in high school; including expanded opportunities on high school campuses. The S.B 311 legislated changes improve Postsecondary Enrollment Options and Dual Enrollment.

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 earlier in this report. The following chart outlines the number of local eligible recipients for FY2007.

Local Eligible Agencies Funded in FY 2007

Category		Total
Secondary level		92
Adult Workforce Education	29	
Adult Consortia	7	
Total Adult		36
Postsecondary (College)	23	
Postsecondary College (Consortia)	3	
Total Postsecondary College		26
Corrections		2
	Grand Total	156

Application Process

Eligible recipients are required to submit a four-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 evaluate 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 FY2007 local plans and 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 and allocation. Embedded in the planning tool are the eight required uses of Perkins funds. Perkins grant recipients identified how these strategies for academic and technical achievement, accountability and staff development impact district-wide goals aligned with the tenets of No Child Left Behind Act (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

Enrollment in career-technical education continued to grow in FY2007.

- Secondary – 136,478 of Ohio's 579,434 students in Grades 9-12 chose to enroll in career-technical education workforce development programs. Even though only 24 percent of high school students participated in CTE programs, the CTE system has the capacity to serve all students.
- Postsecondary/Colleges – Enrollment of 178,081 students reflects all students enrolled in career-technical programs at the 25 Perkins participating colleges.
- Postsecondary/Adult– Of 114,194 students enrolled in Adult Workforce Education, 16,117 were enrolled in adult workforce career development programs.

Student level data, including enrollment, demographic 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 enrollment, demographic and performance data are collected through single data reporting systems.

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
- Review of the alignment of curriculum, instruction and assessment around career clusters and pathways, secondary through postsecondary
- Focus on data quality
- Alignment of adult workforce education programs with industry certification and state licensure standards

- 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 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 2008 will focus on the new accountability system identified in the FY 2008 state transition plan and on preparing for the FY 2009-2013 state plan.

Ohio generally had strong performance results in FY2007. Of note for secondary:

1S1 – Academic Attainment – The measurement definition for secondary Academic Attainment (1S1) changed in FY 2007. In previous years, results were based on passage of Ohio’s Ninth Grade Proficiency Test, which assessed 8th-9th grade content. The test that Ohio now uses for No Child Left Behind accountability purposes is the Ohio Graduation Tests (OGT), which assesses end-of-10th grade content. Due to the phase-in timeline of the OGT, FY2007 was the first year Ohio could use the OGT results for career-technical accountability purposes. When establishing the FY2007 adjusted performance level for 1S1, it was not possible to calculate baseline data. The performance level was set at 85 percent. The FY2007 performance results of 93.66 percent exceed the 85 percent performance level by 8.66 percentage points.

Ohio met or exceeded the negotiated levels of performance other than the sub-indicators listed below:

Secondary

2S1 – Secondary Completion – One FY2007 change in the EMIS data reporting system led to unanticipated incomplete secondary graduation data for career-technical accountability purposes. This resulted in a number of CTPDs falling well below their average graduation rates, and also resulted in a statewide drop of 5.3 percentage points (from 97.63 percent in FY2006 to 92.33 percent in FY2007). At the request of CTPD leaders, options on how to address the situation were explored. Since additional FY2007 graduation data are reported in the autumn of the FY2008 school year (FY2007 summer graduate data), it was determined that the most palatable solution was to wait for the FY2007 summer graduate data, which will be available in February 2008, to calculate final FY2007 graduation rate results. This approach was approved by the U.S. Department of Education. Therefore, the 2S1 indicator results reported in the FY2007 CAR are preliminary as of December 31, 2007. The preliminary result of 92.33 percent falls short of the 95.59 percent performance level by 3.26 percentage points. Final results for this indicator will be reported to the U.S. Department of Education by March 1, 2008.

4S2 – Completion of Nontraditional Programs – Even though Ohio’s FY2007 performance level (21.93%) was higher than the FY2006 performance level (21.51%), performance once again fell short of the negotiated target of 22.17 percent by 0.24 percentage points. The lowest performing sub-group was males (14.92%) – this had a substantial impact on the performance level. The lowest performing racial/ethnic groups were white, non-Hispanic (21.35%) and unknown/other (22.45%). Of the special populations groups, individuals with disabilities (17.27%) had the lowest performance, while limited English proficient (LEP) students (20.97%) were also an under-performing population. Ohio must inform CTPDs of the sub-groups most likely to not complete nontraditional programs – males and individuals with disabilities – and assist with strategies to target efforts to attract and retain underrepresented student groups in nontraditional programs. To prepare for FY2008 and beyond, Ohio has updated the secondary nontraditional programs lists and has published them on the Web. This informs districts of the CTE programs on which to target their nontraditional program recruitment and retention strategies.

Data quality will always be an emphasis. ODE designs a number of CTE EMIS data verification reports for use by districts during the data reporting windows. CTE will continually inform locals about the value of these reports, how to use them, and urge districts to regularly review these reports and correct their data prior to the close of the reporting periods. ODE has designed a systematic approach for technical assistance on accurate EMIS reporting, and the Office of CTAE plays a critical role.

Adult

Ohio met/exceeded the adjusted levels of performance on all adult performance indicators.

Postsecondary (Colleges)

1P1 – Academic Attainment – The adjusted level of performance is 62.46% and the actual performance level was 62.46%, as calculated in the 1P1 accountability form. The accountability form marked this as “Did not meet,” rather than as “Met.” There is likely a rounding issue that should be corrected to reflect that the performance level was met.

2P1 – Degree Credential – Anticipating degree attainment levels to rise, our performance fell short from FY06 levels (78.15%), which were the highest recorded since FY01. Although this decrease is difficult to explain at this point in time, we will continue to monitor campuses following-up with their corrective action in this area. In the meantime, Ohio will continue to offer targeted technical assistance to those campuses not meeting their annual level of improvement.

4P1 – Nontraditional Participation – Even though Ohio’s FY2007 performance level (21.61%) was higher than the FY2006 performance level (21.46%), performance once again fell short of the negotiated target of 22.46%. Our monitoring process has identified campuses that have fallen below their annual anticipated level of improvement. These campuses, through a corrective action plan, have identified ways they plan to improve this measure. With our follow-up of their progress, we hope to see improvements in FY2008 on the nontraditional measures. In the meantime, Ohio will continue to offer targeted technical assistance via site visits and informational meetings/workshops to improve the results of these measures.

4P2 – Nontraditional Completion –Ohio’s FY2007 performance level (21.30%) again fell short of the negotiated target of 23.48%. Our monitoring process has identified campuses that have fallen below their annual anticipated level of improvement. These campuses, through a corrective action plan, have identified ways they plan to improve this measure. With our follow-up of their progress, we hope to see improvements in FY2008 on the nontraditional measures. In the meantime, Ohio will continue to offer targeted technical assistance via site visits and informational meetings/workshops to improve the results of these measures.

B. Performance Results for Special Populations

Secondary – Individuals with disabilities and economically disadvantaged special populations sub-groups generally under-performed other student sub-groups. Limited English proficient (LEP) students under-performed other student sub-groups on academic attainment. No LEP students were assessed on technical skill attainment – this could be a problem if these students were enrolled in CTE programs that had technical assessments. ODE does not collect data on single parents or displaced homemakers. The Office of CTAE has requested to collect data on single/school-age parents in EMIS (beginning in FY2009), so this is under discussion at ODE. No request has been made to collect data on displaced homemakers, as it is generally not identifiable among secondary students.

Adult – Individuals with disabilities and LEP special populations groups are likely to perform lower than other adult special populations groups. Displaced homemakers special population group performed higher on technical skill attainment than other special population groups, a noteworthy finding.

Colleges – In the 2006 CAR, we reported that two groups of special populations’ students would be reported in 2007: Individuals with Disabilities and Displaced Homemakers. In conversations with the colleges and universities, many schools objected to reporting students with disabilities until they were provided with a legal opinion from the federal Department of Education, the Ohio Board of Regents or Ohio Attorney General's Office. Through contact with OVAE on this issue, we were provided some direction, but campuses still requested a formal communication. This was not accomplished in time for the release of this report; however the collection of Individuals with Disabilities data is planned for Perkins IV. The schools do not collect information on Displaced Homemakers. Ohio colleges do not have a special category on applications or other forms that identify Displaced Homemakers, making data for this category difficult to obtain. Yet, we are in conversations with all campus data reporters to determine the best way to capture such information for future reports under Perkins IV.

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	<p>Numerator: Concentrators who left school who passed all required parts of the Ohio Graduation Tests or were exempt from all of the Ohio Graduation Tests</p> <p>Denominator: Concentrators who left school who were required to take one or more of the Ohio Graduation Tests or were exempt from all of the Ohio Graduation Tests.</p> <p>NOTE: This measurement definition changed from the Ninth-Grade Proficiency Tests to the Ohio Graduations Tests in Year 8 (FY2007).</p>	1
1S2 Technical Attainment	<p>Numerator: Concentrators who left school who met/exceeded the Ohio Career-Technical Assessment (total score) benchmark.</p> <p>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.</p>	1
2S1 High School Completion	<p>Numerator: Concentrators who graduated from high school.</p> <p>Denominator: Concentrators who left school.</p>	1
3S1 Secondary Placement	<p>Numerator: Status known completers who were employed, pursuing further education, in the military, and/or in the voluntary labor force.</p> <p>Denominator: Status known completers.</p>	1
4S1 Nontraditional Participation	<p>Numerator: Non-traditional participants in non-traditional programs.</p> <p>Denominator: Participants in non-traditional programs.</p>	1
4S2 Nontraditional Completion	<p>Numerator: Non-traditional program completers in non-traditional programs.</p> <p>Denominator: Completers in non-traditional programs.</p>	1

POSTSECONDARY (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 Nontraditional 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 Nontraditional 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	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 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 Nontraditional Participation	Numerator: Nontraditional participants in nontraditional programs. Denominator: Participants in non-traditional programs.	1
4A2 Nontraditional Completion	Numerator: Nontraditional program completers in nontraditional 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

- Engage and communicate. LEAs continue to be engaged in the development of the Perkins IV accountability system. The goals of transparency and understanding demand that the Office of CTAE continue to develop resources for Web publication and for presentations and dialog with groups. The better the LEAs understand the CTE accountability system and the indicators of performance, the more likely they are to accurately report data.
- Continue to post statewide and local Performance Reports on the Ohio Department of Education's Web site. This allows locals to view statewide reports, all local reports, and use data for benchmarking and target setting purposes.
- Develop a new process for negotiating performance levels with CTPDs and consortia. The new process must be easy to understand so the LEAs see the connection between the CTPD/consortia targets, the State targets and data integrity and quality.

Secondary

- Redesign EMIS data verification reports, based on the Perkins IV indicators of performance, to provide districts with reports needed for monitoring performance data during the data reporting window for anomalies, software errors and data misunderstandings. The LEAs should review and correct their performance data prior to the reporting deadline.
- Continue to promote the use by LEAs of new EMIS reports containing career-technical performance data on each individual career-technical student. These reports allow LEAs to determine exactly how each student was reported to ODE 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 *Career Field Snapshot* (data broken out for each of 16 career fields)
- Conduct regional meetings and other technical assistance/presentation opportunities to assist locals on a variety of accountability and data reporting issues. Target audiences in FY2007 included LEA career-technical administrators; EMIS coordinators (local staff who report the data); and staff of the regional Information Technology Centers.

Secondary and Postsecondary (colleges)

- Ohio law prohibits any data linkages between the EMIS data system and the HEI data system. ODE and the Ohio Board of Regents support a change in legislation that would allow data linkage between these two systems, particularly for Tech Prep student tracking.

Postsecondary (Colleges)

- Ohio continues to work with colleges on the collection and reporting of Individuals with Disabilities and Displaced Homemakers data. After dealing with state legal issues and concerns on these measures, we will move forward in collecting this data through our HEI system. These data will be collected and reported in FY2008.
- Ohio continues to work on the development of 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

Per recent state legislation, Ohio's Adult Workforce Education will move from the Ohio Department of Education to the Ohio Board of Regents by January 1, 2009 (anticipated date). The transition plan for the move is underway. Data and data systems issues must be worked out in the transition plan. Therefore, changes are not expected to be made in the AWE data reporting system for FY2008.



Office of Career-Technical and Adult Education Organizational Chart

