

Definitions

Approved Pathway: A career-technical education pathway that has an approved CTE-26 application with the Ohio Department of Education.

Business Advisory Council: All Ohio school districts, and Educational Service Centers need to have a Business Advisory Council. These locally focused partnerships convene education and business leaders to engage in dialogue, build trust and identify strategies that transform the student learning experience. The on-going, intentional collaboration can result in a more responsive education system based on regional economic drivers and needs, more relevant learning experiences for students that include work-based learning opportunities and enduring partnerships between schools and local industries.

Career fields: Ohio's 16 career clusters pathways: Agriculture and Environmental Systems; Arts and Communication; Business and Administrative Services; Construction Technologies; Education and Training; Engineering and Science Technologies; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Safety; Manufacturing; Marketing; and Transportation Systems.

Career-Technical Student Organizations (CTSOs): An extracurricular group for students participating in CTE pathways to further their knowledge and skills by participating in activities, events, and competitions. SkillsUSA, FCCLA, FFA, DECA, and Business Professionals of America (BPA) are examples.

ED STEPS: The OH|ID tiered E-plans and supports application that houses the One Needs Assessment program, where the Perkins Needs Assessment is located for completing and submitting the CLNA and the One Plan program, where the local application for Perkins funds is completed and submitted.

Equitable Access in CTE: Ensuring each student receives the support needed to access opportunities in CTE. This is not to be confused with equal opportunity to participate in CTE. Equitable support could come before or after the enrollment process, but never in the admission process itself.

Dual Enrollment: Secondary and postsecondary agreement to receive college credit for a course in high school like College Credit Plus.

In-demand Occupations: The following criteria is used by [Ohio Department of Jobs and Family Services to define an "in-demand job"](#) in Ohio:

- 80% of state median wage, \$14.90 per hour, or more;
 - Annual growth in the number of jobs higher than the statewide average of 20; or
 - Annual job openings greater than 620.
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Jobs Data Reports: Located on the Ohio Department of Education and Workforce website in each career field is a Jobs Data Report. The reports demonstrate projected growth in occupations aligned to the career fields through 2031.

Local applicants: Secondary Career-Technical Planning Districts (CTPDs) or postsecondary Ohio Technical Centers and community colleges.

Local workforce development board: [These boards are established under section 107 of the Workforce Innovation and Opportunity Act, 29 U.S.C. 3122](#)

Nontraditional student: Student enrolled in a pathway that leads to occupations for which individuals in one gender comprise less than 25% of the individuals employees. The list of nontraditional pathways can be located in the Ohio CTE [Program and Assessment Matrix](#) and is updated annually.

One Needs Assessment: The name of the system within the ED STEPS application in OH|ID that houses the Perkins Local Needs Assessment (CLNA).

Perkins Local Needs Assessment: The name of the comprehensive local needs assessment (CLNA) in the One Needs Assessment system in the ED STEPS application in OH|ID.

Postsecondary Credential: Section 3(52) of WIOA defines “recognized postsecondary. credential” as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree

Postsecondary Federal Indicators:

- 1P – Post-Program Placement
 - 2P – Earned Recognized Postsecondary Credential
 - 3P – Non-traditional Program Concentration
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Postsecondary Size, Scope and Quality

Size: Ohio Perkins postsecondary institutions must:

- Offer Career-Technical education programs in at least three different occupational fields that lead to immediate employment but not necessarily to baccalaureate degrees;
- Offer technical programs that generate enough concentrator enrollment to meet the federal \$50,000 minimum grant threshold for allowable Perkins participation; and
- Be part of a Perkins consortia if they do not generate enough credit hours or clock hour full-time equivalencies to be eligible Perkins concentrators that can meet the federal \$50,000 minimum grant threshold for allowable Perkins participation.

Scope: Ohio Perkins postsecondary institutions must: Demonstrate a connection to labor market validation by earning technical program designation through the Ohio Department of Higher Education’s program approval processes;

- Provide equitable access to high-quality career and technical education programs of study for all students, especially those identified as underrepresented and part of special populations and subgroups;
- Review regional labor market demand to ensure programs prepare students for careers that call for high skills and offer opportunities to earn high wages in in-demand occupations; and
- Provide adequate, appropriate support services to students that might help them complete programs.

Quality: Ohio Perkins postsecondary institutions must:

- Hold relevant institutional and program accreditation by an accrediting body authorized by the United States Department of Education;
 - Continue to maintain high accreditation and academic quality standards for programs and student support services offered by the institution, as defined by its accreditor;
 - Have submitted all pertinent student and program information based on the Ohio Department of Higher Education’s data submission policies, meeting all submission deadlines;
 - Not be in violation of any state or federal rules associated with providing adequate support for students, for example, student financial aid, admission requirements or civil rights abuses;
 - Follow all state and institution-prescribed data security protocols to protect students, faculty, staff and administrators from identity theft and information manipulation;
 - Ensure programs meet the Ohio Department of Higher Education’s Career-Technical Credit Transfer Assurance Guides and College Credit Plus quality standards;
 - Be able to demonstrate the ability to place students in continuing education and related employment; and
 - Have an institutional program review process to assess the effectiveness of programs every three years, if not already required by regional or program accreditors.
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[Postsecondary State-determined Levels of Performance \(PDF\)](#)

Program Improvement Plan (PIP): [Program Improvement Plan \(PIN\) Guidance](#)

Program of Study (Perkins V, Sec 3(41)): A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards;
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- Addresses both academic and technical knowledge and skills, including employability skills;
 - Progresses in specificity, beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction;
 - Has multiple entry and exit points that incorporate credentialing; and
 - Culminates in the attainment of a recognized postsecondary credential.
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Qualitative data: Describing qualities or characteristics and is collected using surveys, questionnaires, interviews, or observations.

Quality Program Review: The state of Ohio compliance improvement process for secondary CTE pathways not meeting state-identified levels of performance in Technical Skill Attainment and Post-Program Placement.

Quantitative data: Numerical data used to identify a problem and may be presented in a data report,

Root Cause Analysis: An inquiry process that requires a team and time to identify potential fundamental reasons for the cause of a problem.

Root Cause(s): A fundamental reason for the cause of a problem that if addressed or removed it would reduce or eliminate the problem.

Secondary Federal Indicators:

1S1 – Student Graduation Rate 4-Year

1S2 – Student Graduation Rate 5-Year

2S1 – Academic Attainment – Reading/Language Arts

2S2 – Academic Attainment – Mathematics

2S3 – Academic Attainment – Science

3S1 – Post-Program Placement

4S1 – Non-Traditional Program Enrollment

5S3 – Program Quality – Work-Based Learning

5S4 – Program Quality – Technical Skill Attainment

Secondary Secure Data Center Reports: The Ohio Department of Education began developing and publishing reports within the [Ohio Department of Education's Secure Data Center](#) (SDC) to support the Career-Technical Education Report Card. Many reports that were previously published in the Data Collector have been replaced by Secure Data Center reports. These reports contain detailed data for the measures and components of the Career-Technical Education Report Card.

Secondary Size, Scope and Quality (OAC 3301-61-03):

Size: For secondary recipients, maintaining a minimum threshold of career-technical education programming. This is 12 programs in eight career fields for Career Technical Planning Districts with enrollment greater than 2,250 in grades 7-12; otherwise, ten programs in eight career fields. If waitlists for programs exceed 50 percent of current program capacity, the recipient must consider how to expand those programs.

Scope: Programs must;

- Include at least four courses within the program of study;
- Include all aspects of the industry identified in the Career-Technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Integrate academic content that is appropriate for the course;
- Integrate work-based experiences, to the extent possible; and
- Assess students' attainment of technical skills related to the program using the technical assessment identified in the program and assessment matrix.

Quality: Secondary Career-Technical education programs must meet the compliance benchmark outlined in the state's Quality Program Review process.

Special Populations: Perkins V, Section 3(48) Special Populations. The term “special populations” means: Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; Individuals preparing for nontraditional fields; Single parents, including single pregnant women; Out-of-work-individuals (postsecondary); English learners; Homeless individuals described in section 725 of the McKinney-Vento Act; Youth who are in, or have aged out of, the foster care system; Youth with a parent who is a member of the armed services and on active-duty status.

State, regional or local market data: The [GIS mapping tool](#), statewide job projections, [Job Data Reports \(located on each career field page on the Ohio Department of Education and Workforce website\)](#), or any other cited resource for projecting state, regional or job growth.

[Secondary State-Determined Levels of Performance](#) (PDF)

Subgroups: Race, Gender and Migrant Status.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

[Workforce Innovation and Opportunities Act](#)

Examples

EVALUATION OF STUDENT PERFORMANCE

1. For each of the [federal performance indicators](#), identify and list all [special population groups](#) and [subgroups](#) in the data set and the performance percentage for each. Use a heading for each [federal performance indicator](#) with the requested information following.

For secondary, this information can be transferred manually from the Secure Data Center Career and Technical Education Reports.

For postsecondary, this information can be transferred manually from the Perkins V Data Report.

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only students listed should be those reflected in the specific data set.

SECONDARY EXAMPLE ANSWER

1S1 – Student Graduation Rate 4-Year

Female – 98.4%

Male – 94.8%

Asian or Pacific Islander – 100%

Black, Non-Hispanic – 92%

Hispanic – 100%

Multiracial – 100%

White, Non-Hispanic – 94.1%

Economically Disadvantaged – 96.5%

English Learner – 98%

Students with Disabilities – 89.1%

Homeless Students – 100%

Nontraditional Concentrators – 98.7%

1S2 – Student Graduation Rate 5-Year

Female – 97.2%

Male – 99%

Black, Non-Hispanic – 95%

Multiracial – 100%

White, Non-Hispanic – 98%

Economically Disadvantaged – 97%

English Learner – 96%

Students with Disabilities – 91%

Nontraditional Concentrators – 98.7%

2S1 – Academic Attainment – Reading/Language Arts

Female – 91.2%

Male – 89.3%

Black, Non-Hispanic – 92%

Hispanic – 100%

Multiracial – 87%

White, Non-Hispanic – 91%

Economically Disadvantaged – 96.5%
English Learner – 98%
Students with Disabilities – 92.1%
Nontraditional Concentrators – 98.7%

2S2 – Academic Attainment – Mathematics

Female – 91.4%
Male – 93%
Asian or Pacific Islander – 96%
Black, Non-Hispanic – 93%
Hispanic – 91%
Multiracial – 93%
White, Non-Hispanic – 93%

Economically Disadvantaged – 91.5%
English Learner – 86%
Students with Disabilities – 89%
Nontraditional Concentrators – 91%

2S3 – Academic Attainment – Science

Female – 98.4%
Male – 94.8%
Asian or Pacific Islander – 100%
Black, Non-Hispanic – 92%
Hispanic – 100%
Multiracial – 100%
White, Non-Hispanic – 94.1%

Economically Disadvantaged – 92.5%
English Learner – 98%
Students with Disabilities – 92.1%
Nontraditional Concentrators – 92%

3S1 – Post-Program Placement

Female – 97%
Male – 98%
Asian or Pacific Islander – 100%
Black, Non-Hispanic – 99%
Hispanic – 99%
Multiracial – 100%
White, Non-Hispanic – 97%

Economically Disadvantaged – 96%
English Learner – 98%
Students with Disabilities – 96%
Nontraditional Concentrators – 99%

4S1 – Non-Traditional Program Enrollment

Female – 43%

Male – 3.3%

Asian or Pacific Islander – 19.4%

Black, Non-Hispanic – 19.1%

White, Non-Hispanic – 20.4%

Economically Disadvantaged – 19.5%

English Learner – 15%

Students with Disabilities – 13.7%

5S3 – Program Quality – Work-Based Learning

Female – 26.2%

Male – 28.4%

Asian or Pacific Islander – 12.3%

Black, Non-Hispanic – 12.4%

Hispanic – 24.6%

Multiracial – 22.9%

White, Non-Hispanic – 30.7%

Economically Disadvantaged – 22.2%

English Learner – 14.8%

Students with Disabilities – 28.7%

Homeless Students – 21%

Nontraditional Concentrators – 22.9%

5S4 – Program Quality – Technical Skill Attainment

Female – 81.6%

Male – 78.1%

Asian or Pacific Islander – 77.8%

Black, Non-Hispanic – 59.5%

Hispanic – 73.4%

Multiracial – 78%

White, Non-Hispanic – 84%

Economically Disadvantaged – 71%

English Learner – 47%

Students with Disabilities – 61.7%

Homeless Students – 64.5%

Nontraditional Concentrators – 78.8%

POSTSECONDARY EXAMPLE ANSWER

1P – Post-Program Placement

Female – 85.6%

Male – 83.5%

American Indian or Alaskan Native – 75%

Asian or Pacific Islander – 80.1%

Black or African American – 82%
Hispanic – 86.87%
White – 86.81%

Individuals with Disabilities (ADA) – 77%
Individuals from Economically Disadvantaged Families – 81%
Out of workforce Individuals – 87.1%
Homeless Individuals – 64.5%

2P – Earned Recognized Postsecondary Credential

Female – 77%
Male – 73.8%

American Indian or Alaskan Native – 73.8%
Asian or Pacific Islander – 74%
Black or African American – 66%
Hispanic – 72.8%
White – 77.1%

Individuals with Disabilities (ADA) – 73%
Individuals from Economically Disadvantaged Families – 76%
Out of workforce Individuals – 76.8%
Homeless Individuals – 66.7%

3P – Non-traditional Program Concentration

Female – 22.5%
Male 12.5%

American Indian or Alaskan Native – 28%
Asian or Pacific Islander – 28%
Black or African American – 27%
Hispanic – 34%
White – 21.8%

Individuals with Disabilities (ADA) – 17.8%
Individuals from Economically Disadvantaged Families – 19%
Out of workforce Individuals – 18.7%
Homeless Individuals – 54%

- 2. List the [special populations](#) and [subgroups](#) that do not meet the [state-identified levels of performance](#) for each [federal performance indicator](#). Use a heading for each [federal performance indicator](#) with the requested information following.**

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only students listed should be those reflected in the specific data set. The answer to question 2 can be pulled from the data listed in question 1, as aligned to the state-determined performance levels for secondary and postsecondary federal accountability measures.

SECONDARY EXAMPLE ANSWER

1S1 – Student Graduation Rate 4-Year

Students with Disabilities – 89.1%

1S2 – Student Graduation Rate 5-Year

Students with Disabilities – 91%

4S1 – Non-Traditional Program Enrollment

Male – 3.3%

English Learner – 15%

Students with Disabilities – 13.7%

5S3 – Program Quality – Work-Based Learning

English Learner – 14.8%

5S4 – Program Quality – Technical Skill Attainment

English Learner – 47%

Students with Disabilities – 61.7%

Homeless Students – 64.5%

POSTSECONDARY EXAMPLE ANSWER

1P – Post-Program Placement

American Indian or Alaskan Native – 75%

Asian or Pacific Islander – 80.1%

Individuals with Disabilities (ADA) – 77%

Individuals from Economically Disadvantaged Families – 81%

Homeless Individuals – 64.5%

2P – Earned Recognized Postsecondary Credential

Male – 73.8%

American Indian or Alaskan Native – 73.8%

Asian or Pacific Islander – 74%

Black or African American – 66%

Hispanic – 72.8%

Individuals with Disabilities (ADA) – 73%

Homeless Individuals – 66.7%

3P – Non-traditional Program Concentration

Male 12.5%

RECRUITMENT, RETENTION & TRAINING OF CTE EDUCATORS

1. Report the total number of CTE teachers in the [local applicant's](#) district or postsecondary institution and the percentages of CTE teachers by gender and race.

For secondary, this information can be transferred from the Equity Lab Report data. For postsecondary, this information will be found in local data.

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only [subgroups](#) listed should be those reflected in the specific data set.

EXAMPLE ANSWER

Total number of CTE Teachers in the CTPD – 56

Female – 54%

Male – 46%

Black, Non-Hispanic – 7%

Multiracial – 2%

White, Non-Hispanic – 91%