

Ohio Department of Education
Office of Career-Technical Education
Youth Corrections
Career-Technical Program Performance Review
Executive Summary
FY 2013

Buckeye United School District
Career-Technical Planning District #600

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Ohio Department of Education
Office of Career-Technical Education
Institutional Program Performance Review- FY2013
Buckeye United School District (BUSD)

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I. Acknowledgements

Critical input from institutional teachers and administrators is invaluable in making positive change possible. Well-deserved thanks goes out to all the dedicated career-technical teachers and administrators who took valuable time and effort to assemble the data and supporting documentation that made this annual performance review possible. Special thanks for ongoing support go to Jennifer Sanders, Superintendent of the Buckeye United School District; Mark Powell, Career-Technical Director; Bob Depinet, Data Administrator Manager and Steve Gratz, Director of the Office of Career-Technical Education at the Ohio Department of Education. Finally, appreciation is extended to Ohio Department of Youth Services Director Harvey Reed for his re-entry based vision and ongoing support of educational programming with Ohio's youth facilities.

“When the World says, “Give up!”, Hope whispers, “Try it one more time!”

Anonymous

**Ohio Department of Education
Office of Career-Technical Education
Buckeye United School District
*FY2013 Career-Technical Program Performance Review***

II. Project Description/Summary

The District

The Buckeye United School District provides academic and technical programming for Ohio youth who are incarcerated in the state's corrections system. Buckeye United is one of two Ohio Career-Technical Planning Districts (CTPDs) that serve individuals incarcerated in the state's correctional systems. The other district, the school district of the Ohio Department of Rehabilitation and Correction, serves adults.

The adult and youth corrections districts are among 93 Ohio Career-Technical Planning Districts (CTPDs), a configuration that meets the legal and standards requirements to offer state-sanctioned, career-technical programming. Programs include both academic and career-technical courses, Special Education, Title I and guidance counseling, among other services analogous to those found in traditional public schools.

The Process

During the summer of 2013, the Office of Career-Technical Education at the Ohio Department of Education (ODE) conducted a comprehensive program performance review of all career-technical education programs offered within Ohio Department of Youth Services (ODYS) institutions. The unique nature of career-technical education delivery within a correctional setting was considered throughout the process. A customized review process was based on a variety of relevant performance indicators, including selected State Board of Education-approved core standards and performance measures for Ohio's secondary career-technical programs. The purpose of the review is to determine the ODYS career-technical programs' level of performance on 10 critical performance measures. The goal of the review process is to continuously improve the programs and services provided by career-technical education to Ohio's incarcerated youth through regular performance-based program evaluation and data-driven strategic planning.

The Procedure

This annual review was conducted using a four-step audit procedure with follow-up. A customized ODE self-review survey document was distributed to all career-technical teachers and administrators. The completed surveys were returned to ODE for review.

and data analysis in a desk audit performed by the ODE Corrections Liaison. Any questions generated were resolved by telephone inquiries from the liaison. On-site reviews of each program operational for at least one full year were conducted by the liaison. (Partial reviews were done for some programs operational for less than a full year.) A follow-up site visit was conducted by the liaison at each site to describe the results to teachers and administrators.

The documents, data, and on-site review observations were analyzed to identify individual program strengths and develop opportunities for improvement. District level recommendations were developed, based on the overall review's findings. They were organized in this report using the seven Baldrige Education Criteria for Performance Excellence. They will be used to facilitate continuous improvement and strategic planning in accordance with Carl D. Perkins federal legislation.

OHIO DEPARTMENT OF EDUCATION
Office of Career-Technical Education

III. Key to Institutional Acronyms

Buckeye United School District

FY2013

- CJCF- Circleville Juvenile Correctional Facility
- CHJCF- Cuyahoga Hills Juvenile Correctional Facility
- IRJCF- Indian River Juvenile Correctional Facility
- SJCF- Scioto Juvenile Correctional Facility

Office of Career-Technical Education

IV. Performance Measure Definitions

Buckeye United School District- FY2013

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical education programs during FY2013. They include state, federal and locally developed measures customized to the unique nature of career-technical programs delivered in youth correctional facilities.

1. Average Enrollment Per Class- Refers to the number of students enrolled in each section of a career-technical program on each of 6 snapshot dates during the fiscal year.
2. Career-Technical Education Participation Rate- Refers to the percentage of an institution's students (academic and career-technical) enrolled in career-technical programs on six randomly selected "snapshot" dates during the fiscal year.
3. Career-Technical Student Attendance- Refers to an average of each career-technical class student attendance rate collected on six randomly selected "snapshot" dates during the fiscal year. A class is considered at 100 percent attendance if all students enrolled on a given date are actually present in class.
4. Career-Technical Staff Attendance- Refers to each career-technical teacher's attendance rate on district calendar instructional days. The percentage is calculated by dividing the number of days present for each teacher by the number of instructional days available during the year.
5. Non-Traditional Program Participation Rate- Refers to the percentage of career-technical students served in programs defined as non-traditional for each gender. Males participating in Family and Consumer Sciences programs are included. It is calculated by dividing the number of students served in non-traditional programs by the number served in career-technical programs.

6. Career-Technical Students with IEPs- Refers to the percentage of career-technical students served under Individualized Education Programs.
7. Career Passport Usage- Refers to the percentage of eligible career-technical students who received a Career Passport.
8. Current Textbooks- Refers to the percentage of career-technical programs using a primary textbook with a copyright date less than five years old.
9. Active Advisory Committee- Refers to the percentage of career-technical teachers who had suitable documentation of proper program advisory committee membership with at least one advisory committee meeting during FY2013.
10. Number of Students Served- Refers to the actual number of career-technical students reported served during the fiscal year.
11. Supply/Equipment Adequacy- Refers to the teachers' perception, or satisfaction, with the amount and quality of supply and equipment items obtained for their program. This somewhat subjective item is taken from responses to survey questions regarding items requested in writing during the fiscal year.

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OFFICE OF CAREER-TECHNICAL EDUCATION

V. Critical Performance Data Elements

Buckeye United School District- FY 2013

- ◆ Student Enrollment/Attendance
- ◆ Market Share/Marketing
- ◆ Non-Traditional Program Participation Rate
- ◆ Career Passports
- ◆ Staff Attendance
- ◆ Textbook Copyrighted within Five Years
- ◆ Current Course of Study (revised within five years)
- ◆ Active Advisory Committee
- ◆ Student Achievement Evaluation Documentation
- ◆ Supplies and Equipment Adequacy
- ◆ Current Inventory of Tools and Equipment
- ◆ Facility Adequacy (legal and safety requirements)
- ◆ IPDP on File and Documentation of Professional Development
- ◆ IEP Revisions to Reflect Vocational Education Placement
- ◆ Special Education Student Participation Rate
- ◆ National Skills Standards Certification (if applicable)

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Office of Career-Technical Education

VI. Documentation Requirements- BUSD

Note: At the interview with the ODE consultant, folders containing documentation of 10 review items shall be available. Please prepare one folder for each applicable topic.

1. Enrollment and Attendance Records (These will be provided by Bob Depinet and Mark Powell.)
2. Marketing (current copy of waiting list, presentations, visits, brochures, etc.)
3. Career Passports (copies that have been awarded)
4. Course of Study (or work completed toward final revision)
5. Advisory Committee (meeting minutes and membership list, July 1, 2012-June 30, 2013)
6. Student Achievement and Evaluation Documentation (grade books, lesson plans, and completed tests, observation rubrics or other evaluation instruments, student files)
7. Tools and Equipment (current inventory lists)
8. Professional Development (include copy of teaching certificate/license, IPDP, CEUs, activity documentation vouchers, transcripts and certificates of completion)
9. Career-Technical Education/Special Education (include copies of placement plans from IEPs for special education students in your program)
10. National Skills Standards Program Certification*- Automotive Service Excellence (ASE), PrintEd (Evidence of program certification or preparation for upcoming evaluation), ServSafe *if applicable

In addition to the above listed folders, please have copies of textbooks, workbooks, software list and all relevant instructional materials available.

Ohio Department of Education Office of Career-Technical Education ODYS Institutional Program Performance Review - FY2013							
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% Of Programs Using Current Textbooks (<5 years old)				Supply/Equipment Adequacy Survey			
	<i>Institution</i>	FY2013			<i>Institution</i>	FY2013	
	CJCF (3)	33%			CJCF (3)	100%	
	CHJCF (4)	75%			CHJCF (4)	100%	
	IRJCF (5)	50%			IRJCF (3)	100%	
	SJCF (3)	100%			SJCF (3)	100%	
	District Avg.	64.3%			District Avg.	100%	
Active Advisory Committees				Number of students served			
	<i>Institution</i>	FY2013			<i>Institution</i>	FY2013	
	CJCF (3)	0%			CJCF (4)	188	
	CHJCF (4)	100%			CHJCF (4)	299	
	IRJCF (6)	100%			IRJCF (6)	485	
	SJCF (3)	100%			SJCF (3)	129	
	District Avg.	77%			District Total	1101	

**Ohio Department of Education
Office of Career-Technical Education
ODYS Institutional Program Performance Review - FY2013**

Non-Traditional Program Participation Rate				Career-Technical Students on IEPs			
	<i>Institution</i>	FY2013			<i>Institution</i>	FY2013	
	CJCF (4)	21.8%			CJCF (4)	53.2%	
	CHJCF (4)	4.3%			CHJCF (4)	49.8%	
	IRJCF (6)	19.4%			IRJCF (6)	48.7%	
	SJCF (3)	29.5%			SJCF (3)	53.5%	
	District Avg.	16.9%			District Avg.	50.3%	
Career Passport Usage							
	<i>Institution</i>	FY2013					
	CJCF (3)	100.0%					
	CHJCF (4)	100.0%					
	IRJCF (6)	100.0%					
	SJCF (3)	100.0%					
	District Avg.	100.0%					

<p align="center">Ohio Department of Education Office of Career-Technical Education ODYS Institutional Program Performance Review - FY2013</p>

<p align="center">Career-Technical Average Enrollment</p>
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<i>Institution</i>	FY2013
CJCF (4)	10.5
CHJCF (4)	14.4
IRJCF (6)	15.5
SJCF (3)	7.6
District Avg.	12.6

<p align="center">Career-Technical Education Participation Rate</p>
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<i>Institution</i>	FY2013
CJCF (4)	60.3%
CHJCF (4)	74.2%
IRJCF (6)	75.4%
SJCF (3)	43.8%
District Avg.	67.6%

<p align="center">Career-Technical Student Attendance</p>
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<i>Institution</i>	FY2013
CJCF (3)	81.7%
CHJCF (4)	89.2%
IRJCF (6)	90.3%
SJCF (3)	88.3%
District Avg.	87.3%

<p align="center">Career-Technical Staff Attendance</p>
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<i>Institution</i>	FY2013
CJCF (3)	89.6%
CHJCF (4)	97.5%
IRJCF (5)	94.0%
SJCF (3)	89.4%
District Avg.	93.1%

**Figures for Participation Rate in FY2009 not available.

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Office of Career-Technical Education

XI. District Level Recommendations/Conclusions

Ohio Department of Education

Office of Career-Technical Education

Institutional Program Performance Review

Buckeye United School District

Leadership

Recommendations:

- Continue the current level of support for a systematic summative evaluation of career-technical programs on an annual basis. This practice will identify opportunities for improvement and promote appropriate planning.
- Continue to provide monthly institutional on-site visitations by the ODYS central office career-technical program coordinator in order to reinforce expectations and improve communication to instructors and educational leadership at the institutional level.
- Increase the level of involvement by the central office career-technical coordinator in the career-technical teacher interviewing/hiring process at local facilities to facilitate the effectiveness of that process and reduce turnover.
- Increase the level of communication among the central office administration and the institutional superintendents and deputy superintendents in order to enhance collaboration between educational programs and the larger institutional enterprise.
- Continue to expand the BUSD leadership's collaboration with Ohio Central School System (ODR&C) for the improvement of and planning for career-technical programs. Collaboration is evident in the current effort to implement a Masonry program at Luther E. Ball High School in 2014.

Strategic Planning

Recommendations:

- Use the FY2013 Performance Review results to update and revise (when appropriate) the career-technical strategic (Perkins) plan in cooperation with the ODE Corrections Consultant during FY2014 and beyond.
- Continue to use current Ohio labor market information to plan program expansions to ensure a job market for the occupational areas for which students are being prepared.

Student and Stakeholder Focus

Recommendations:

- Consider providing one or more additional adult career-technical program. Such program(s) should be located at facilities in which the maximum number of older youth can take advantage of adult programming. Efforts have already begun to explore funding for such programs.
- Continue to provide a thorough accounting and increased recognition of career-technical student completers. Such recognition should include such students' inclusion in graduation ceremonies at each facility.
- Increase the number of program advisory committee members from business and industry (non-institutional members) in order to gain the most appropriate and current insight related to program improvement.
- Continue the positive practice of using at least one experienced student on each program's advisory committee membership to provide customer input and leadership roles for deserving students.
- Continue to perform a unit-by-unit review of each program's course of study during program advisory committee meetings.
- Continue the positive practice of integrating employability instruction throughout the curriculum in order to reinforce these critical skills.

- Continue to implement curriculum content across all career-technical programs designed to prepare students for the Ohio Graduation Tests (OGT). Purchase updated supplemental materials, as deemed necessary.
- Invite advisory committee members to give mock interviews and to serve as guest speakers to enhance the importance and relevance of employability competencies. This practice or similar practices have been done in at least some CBI/ Transitions classes.
- Develop a customized multimedia presentation at each ODYS institution showcasing career-technical programs to enhance public awareness. This presentation can be used at joint advisory committee meetings, institutional advisory committee meetings, for student recruitment and orientation purposes and at conferences and seminars. ODE will work with the school district and the agency to develop this.
- Continue to provide secure Internet access to students using appropriate firewalls.
- Investigate the potential to provide increased distance learning opportunities to all current students and graduates.
- Continue to use the Ohio Nursery and Landscape Association (ONLA) based curriculum in all horticulture programs to fully align the curriculum with nationally recognized standards for the industry and prepare students for the credentialing exams.
- Increase the number of industry-based credentialing tests, such as Microsoft Office Specialist (MOS), Occupational Safety and Health Administration (OSHA) and Ohio Certified Nursery Technician (OCNT), administered.

Information and Analysis

Recommendations:

- Use the program level “strengths” and “opportunities for improvement” identified in the FY2013 program review as a discussion guide at each program’s advisory committee meeting.
- Continue to collect appropriate data for the annual program performance review throughout FY2014.

- Provide constructive feedback to instructors and administrators regarding the FY2013 review findings in order to reinforce identified strengths and opportunities for improvement.
- Utilize the staff survey of supply/equipment adequacy results to influence equipment purchase approval and supply budget decisions at the program level.
- Continue to meet regularly with the ODE Corrections Consultant to assess progress in meeting goals and objectives identified through the annual program review process.
- Use the FY2013 Performance Review results to prioritize planning and improvement initiatives at the institutional and district-wide levels.

Faculty and Staff Focus

Recommendations:

- Continue the excellent Local Professional Development Committee (LPDC) effort. The importance of ongoing professional development is reinforced by this initiative. All instructors surveyed reported having a current Individual Professional Development Plan (IPDP) during FY2013.
- Explore additional ways to recognize and honor education staff for their hard work during the school year.
- Participate in the Ohio Correctional Education Association's "Teacher of the Year" nomination process during FY2014. BUSD has participated successfully in this competition in the past, including FY2011, when an Indian River High School teacher won the distinction.
- Continue the mentoring program for alternative resident educator teachers. Such training is crucial to teacher licensure and retention.
- Maintain the current level of service relative to career-technical teacher education services provided through The Ohio State University. This support is critical to the effectiveness of new instructors.
- Provide all new career-technical instructors with thorough in-service regarding the state procurement processes.

- Provide an annual update of any changes in the state procurement processes to all career-technical instructors.
- Enable selected career-technical teachers to attend the SkillsUSA state contest each April to facilitate curriculum delivery and laboratory improvement. Consider allowing participation as judges or in other active roles.
- Encourage horticulture instructors to become ONLA certified in at least one area in order to provide the most knowledgeable staff. Provide professional development opportunities that facilitate this effort.
- Continue to provide annual in-service to all principals and assistant principals relative to the career-technical teacher licensure process in order to improve the recruitment and hiring of career-technical instructors. Include an overview of the OSU teacher education program requirements for alternative resident educator licensure through the industry route.
- Continue to provide specialized in-service training for career-technical instructors in an ongoing effort to maintain currency of knowledge and practice in their respective areas of technical expertise. Devote Perkins dollars and/or state dollars (FY2014 and beyond) to fund this effort.

Process Management

Recommendations:

- Continue to maintain an inventory of all equipment purchased with federal Perkins dollars and state funds. Use established procedures for the disposal of outdated equipment. Maintain equipment disposition records.
- Continue to hold semi-annual or annual curriculum development meetings facilitated by the career-technical coordinator to improve uniform curriculum delivery and disseminate best practices.
- Continue the practice of electronic submission of EMIS data pertaining to career-technical programs.
- Revise any program course of study that is more than five years old during FY2014 and each fiscal year.

- Improve processes for expending Perkins dollars in a timely manner. The process for ordering items at each facility has been explained to teachers and principals at all facilities. All, or nearly all, of the FY13 Perkins were expended.
- Ensure that Secondary Career Technical state grant funds are expended in a timely manner.
- Maintain a five-year replacement schedule for all core textbooks. On-line texts are permissible.
- Continue to provide for the systematic update of career-technical program instructional technology, including hardware and software.
- Continue to utilize an “open house” program advisory committee structure/process at each applicable institution, whereby all program committees meet at the same time, enabling all committee members to visit all program areas. This was not done at Ralph C. Starkey High School during FY2013, for the second year in a row. However, a program advisory committee meeting has already occurred in FY2014.
- Continue to use a district-wide computerized record-keeping process for attendance, student evaluation and related information.
- Continue to enable Microsoft Office Specialist (MOS) testing/certification of eligible Administrative Office Technology (AOT) students during FY2014 and beyond. Students that earn this certification are more employable and can command higher wages. Only the AOT teacher at Indian River High School has thus far administered such tests.
- Continue to develop a Career Passport for each career-technical job training student. The contents of Career Passports for similar programs should be standardized.
- Continue to provide the ODE annual program review survey documents and an orientation to the performance review procedure to instructors during the intersession immediately following the end of the fiscal year. This process will clarify expectations and give instructors adequate time to prepare for the on-site review.
- Maintain the maximum feasible enrollments in all programs (keeping safety and security issues in the forefront) to the degree possible to ensure program approval and full funding.
- Continue to concentrate on reentry efforts to facilitate positive transition to reduce recidivism. Education is an active partner in any effective reentry strategy. The

Buckeye United School District has made very significant strides with its efforts through the Career-Based Intervention/Transitions programs. Further efforts are being made to expand these initiatives. These efforts should continue, keeping in mind the principals of the Second Chance Act of 2007, the Ohio Ex-Offender Reentry Coalition, and The DYS Reentry Roadmap: A 25-Point Strategy Toward Restoration.

- Further expand efforts to collaborate, develop and implement effective strategies to best serve mental health caseload youth in Career Technical programming at Indian River Juvenile Correctional Facility or other facilities, as needed.
- Continue to provide options for serving high school and GED graduates at all facilities. Possible options could include apprenticeships, post-secondary career technical programs, as well other college programming, including on-line classes.

Organizational Performance Results

Recommendations:

- Maintain the excellent district student attendance rate during FY2014 and beyond. The attendance rate has been fairly stable in recent years.
- Maintain the good career-technical program participation rate during FY2014 and beyond by making all existing programs operational.
- Improve the program of textbook replacement, as needed. The percentage of up-to-date textbooks has decreased dramatically during the past two years.
- Monitor and consider policy revisions regarding enrollment of Students with Disabilities (SWD) in career-technical programs. To ensure that SWD have access to such programs, everyone involved in the Individual Education Program (IEP) process should be aware of the appropriateness of these programs for all students.

Conclusions

The FY2013 Career-Technical Program Performance Review was performed to promote accountability and provide data-driven guidance to the Ohio Department of Youth Services (ODYS) as the district strives to continuously improve the customized career-technical programs it provides to youthful offenders in four facilities located statewide. Career-technical programs served more than 1100 students in the programs reviewed for FY2013 performance, a 22 percent decrease from FY2012.

A review of the program review for fiscal year 2013 shows that there were 14 Opportunities for Improvement (OFIs) suggested for those programs reviewed. The total of those recommendations implemented has not been calculated this year. The reason for this is that one of the most common OFIs has related to keeping programs fully enrolled. Full enrollment has, in the past, been defined in the same way as in public schools. Safety and security within the Ohio Department of Youth Services must obviously take top priority. Thus, it has been agreed not to insist on a uniform minimum enrollment number for the career technical programs in the Buckeye United School District.

Several significant items measured by this review are worthy of mention here. Compared to FY2012, the district increased Participation Rate (that is, the percentage of total school students who are enrolled in career technical programs) by 5.3 percentage points. The Student Attendance Rate was decreased by 5.3 percentage points. The percentage of special education IEP students served in career-technical programs increased slightly from 50.0 percent to 50.3 percent. Non-traditional participation decreased, from 19.9% to 16.9%. Teacher satisfaction actually decreased significantly from 84.1% to 71.0%%. (This was measured by the admittedly unscientific method of asking each teacher to rate their overall satisfaction with their role in teaching their program at their facility on a scale of “Excellent”, “Good”, “Fair” or “Poor”. The answers were assigned arbitrary values of 100%, 75%, 50% and 25%, respectively.) Career Passport Usage remained the same, at 100% in FY2013.

Several other measures should also be mentioned. As previously mentioned, the number of students served decreased drastically, for the second consecutive year. Due to the decrease in the number of youth sentenced to ODYS facilities, the decrease is only to be expected. The reported textbook currency (copyright date of five years old or less) decreased by 12.6 percentage points. Programs having active advisory committees decreased for the second year in a row, this time by 2 percentage points. The Program Delivery Rate (a measure of teacher attendance) increased from 91.4% to 93.1%.

Professional development for teachers is ongoing. The productive relationship with Susan Nell and The Ohio State University continues to improve instruction for new teachers. The district provided targeted professional development for career-technical teachers using Perkins dollars. All ODYS career-technical teachers have developed an Individual Professional Development Plan (IPDP), reflecting the district's commitment to ongoing professional development. However, the district's teachers and administrators became temporarily less active in the Correctional Education Association's professional development opportunities, including the annual conference. Increased collaboration between ODYS and the Ohio Central School System (ODR&C) will continue to create mutual benefits to each agency's educational programs.

BUSD is on track to spend all or most of its allocated Perkins money. Every effort should continue to be made to expend the annual Perkins allocation in the year it is awarded. Spending the money each year minimizes the possibility of a decrease in funding in future years. Submitting purchase orders as early as possible in the fiscal year is a first step in accomplishing this goal.

Program development was evident during FY2012 into FY2013. New vacancies have occurred at some facilities, several of which have been filled

Overall, ODYS continues to make progress in its efforts to improve and modernize its career-technical programs. DYS has made great strides in meeting requirements of the consent decree regarding career technical and academic education. ODE will encourage such efforts with considerable flexibility.

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